

IMPROVING THE STUDENTS ABILITY IN WRITING NARRATIVE TEXT THROUGH GROUP DISCUSSION AT THE EIGHT GRADE OF SMP NEGERI 2 SIROMBU IN 2022/2023

by Daeli Fondroro Invokafit

Submission date: 25-Nov-2023 12:48AM (UTC-0500)

Submission ID: 2237814900

File name: FONDRORO_INVOKAFIT_DAELI.docx (375.06K)

Word count: 17875

Character count: 94477

CHAPTER I

INTRODUCTION

1.1 The Background of the Problems

Language is a medium of communication between humans. To express their ideas and desires to others. Especially in the current era of globalization, an international language is urgently needed, namely English. As globalization language both in the world of work and especially in the world of education. English has now begun to be taught in TK (Kindergarten), SD (Elementary Schools), SMP (Junior High Schools), SMA (Senior High Schools), and University. In English, you need to master four skills: reading, speaking, listening, and writing. These four skills include writing, which is very important in the world of work and education. Writing is a very difficult skill to practice.

Writing is the skill of using your eyes, brain, and hands to express ideas, emotions, and thoughts in words, sentences, and paragraphs. As Hyland (2016: 9) explains, writing is a way of conveying personal meaning, and his writing courses emphasize an individual's ability to clearly express their opinion on a topic. Writing is very important because it is a skill that we use to express ideas, feelings, and thoughts in writing. In other words, writing is a skill that allows you to form words, sentences, and paragraphs to express ideas, thoughts, and even emotions. Hairston in Darmadi (1996: 3-4) also points out that writing can be a means of discovering something or inventing something, that is, it can bring out ideas and information that exist in our

subconscious, and that we can implement or implement them. I explained that this means that it can be proven that something was done. In the process of writing itself, there are some stages that must be followed in order to create the good written text. It's supported by Harmer (2004: 4) states that writing process has four elements, they are planning, drafting, editing (reflecting and revising), and final draft. Writing requires a process to produce good writing.

The 2013 SMP Negeri 2 Sirombu syllabus states that one of the skills to be taught to students is writing. The core competencies in writing are for students to have insight into phenomena and events related to humanity, nationalities, and civilizations, based on their curiosity about science, technology, arts, culture, and humanities, and to develop conceptual and procedural We expect you to understand, apply and analyze factual knowledge. Depending on the student's talent, give them procedural knowledge in specific areas of learning and have them solve problems. In addition, basic competencies require students to be able to write texts such as letters, short messages, greeting cards, monologues such as explanations, elaborations, narratives, procedural and report texts. Not only in terms of students' academic performance, but especially in her Grade 8 English subject at SMP Negeri 2 Silombe School, the school has stipulated a Minimum Competency Standard (MCC) of 65 for students to achieve. In fact, a survey of 8th graders found that students were unable to achieve her MCC 65. If the student cannot achieve it, the student fails.

However, when researchers observed the students' writing activities, they found that they were unable to write narrative sentences correctly and

accurately. As a result, the students were unable to achieve the MCC65 they had set. When she (the English teacher) administered the test to her students, the average student performance was 59 out of 65 MCC points. Some students were especially able to write descriptive texts about people, tourist attractions, and famous historical buildings. Pay attention to purpose, text structure and linguistic elements. Students were unable to master the general structure of narrative texts, especially expository texts. Students could not understand what language features should be used in narrative sentences, especially expository sentences. Her other problems were also related to punctuation, vocabulary, and grammar.

To overcome the above problems, researchers introduced group discussion as a solution. Group discussions are an effective medium for teaching and motivating writing skills. This is supported by Abbott (2010: 1). Narrative means a story, or generally telling a story. In general, a story is an event or events that occur in a reported chronological order, and these events are conveyed through various media. Stories exist in myths, legends, fables, stories, novels, stories, tragedies, dramas, comics, new works, etc. Group discussions help students inspire and share ideas as they learn English writing skills.

However, group discussions are simpler and less time-consuming than study systems, and they also motivate students to maintain their respective groups. The same goes for ¹the teaching and learning process, especially when writing narrative texts. Therefore, we can conclude that when teaching

narrative writing, it is better to use group discussion as a medium, since videos are used so that students can see the actions of the characters.

Based on the previous discussion, the researcher conducted a classroom action research (CAR) in hopes of improving students' writing skills. Classroom Action Research helps researchers create, organize, audit, and ensure classroom instruction and student growth. This is supported by Pelton (2010: 7) who states: "Classroom Action Research is a transparent teaching model that allows students to assess their performance every day rather than waiting until the end of the quarter."

The research title is "**Improving the Students Ability in Writing Narrative Text through Group Discussion at the Eight Grade of SMP Negeri 2 Sirombu in 2022/2023**".

1.2 The Identification of the Problems

Based on the above research background, this study identified several issues as follows:

1. The student is unable to write narrative texts well.
2. Students are unable to master the general structure of narrative texts.
3. Students are unable to understand which language features to use in narrative texts.
4. The student lacks grammar, vocabulary, and punctuation.

1.3 The Limitation of the Problems

Based on the problems above, the researcher limited the problem to be searched namely “Improving the Students Ability in Writing Narrative Text through Group Discussion at the Eight Grade of SMP Negeri 2 Sirombu in 2022/2023”.

1.4 The Formulation of the Problems

The formulation of the problem of this research is above, “How does Improving the Students Ability in Writing Narrative Text through Group Discussion at the Eight Grade of SMP Negeri 2 Sirombu in 2022/2023?”

1.5 The Purpose of the Research

The purpose of this research was to “How to Improve the Students Ability in Writing Narrative Text through Group Discussion at the Eight Grade Of SMP Negeri 2 Sirombu in 2022/2023?”

1.6 The Significances of the Research

There are some significances of this research that can be useful for:

a. Theoretical significance

- 1) The research results can be one of the references for the theory of learning to write.

b. Practical significance

- 1) Researchers as a training to overcome students' writing problems through group discussions

- 2) English teachers as a reference for students' writing learning through group discussions.
- 3) To students, know your weaknesses in writing.
- 4) For other researchers, as a reference for further research on the same topic in different subject areas in different contexts.

1.7 The Assumptions of the Research

In this study, the researchers make several assumptions: Becoming a writer is not easy. Writing is used in many areas of our lives. Writing is an important professional skill. Writing is essential to becoming a good reader and recording ideas and memories.

1.8 The Limitation of the Research

The limitations of the problem in this study are the research focused on Improving The Students Ability in Writing Narrative Text Through Group Discussion At The Eight Grade Of SMP Negeri 2 Sirombu in 2022/2023. The Title of the fable is “**A Fox and A Cat**”.

1.9 The Key Terms Defenition of the Research

To avoid the misunderstanding about the defenitions that are used in the research, the researcher gives some explanations that concern with defenition are :

1.9.1 Writing

Writing is an activity of production and expression. It is the creation of words and sentences to express the meaning of ideas. In other words, writing skills are the activities of communicating ideas through words and sentences and turning ideas into scientific ones.

1.9.2 Narrative Text

Narrative text helps to systematically explain imaginary events and entertain readers. It has a general structure: an opening scene, an introduction to the characters, and an initial orientation that includes the background of the story. Second, complications arise. Third, resolution is about solving a problem, and usually involves the character's state after overcoming the conflict, although a final change of direction is optional.

1.9.3 Group Discussion

Group discussions, facilitated by a moderator or researcher, are methodical, informal activities that follow a set of guidelines and aim to address a specific topic. Group Discussion activities comprise three primary elements: talks (as opposed to interviews or conversation activities), groups (as opposed to people), and highlights (as opposed to freely conducted).

The main goal of a group discussion is to equalize everyone's perspective on a given problem or subject in order to finally produce new understandings and agreements.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 Writing Skill

a. The Defenition of Writing

Writing is the expression of language in the form of letters, symbols, and words. Writing, on the other hand, is the mental work of coming up with an idea, thinking about how to express it, and organizing it into statements or paragraphs that are understandable to the reader. As Meyers reports in his Harry (2014: 284), "Writing is a way of expressing ideas." On this basis, writing is a way of communicating ideas and the language in which someone writes. This is an activity that helps readers understand by explaining something Author means.

Therefore, writing is one of the language skills used to express thoughts, feelings, and arguments in the form of written words. This means that writing ability is the ability to express one's thoughts and feelings in written words and graphic symbols, and to express the message contained therein in a way that the reader can understand. As Harmer (2007: 52) reports, "Writing serves a variety of purposes and is produced in a variety of formats." Writing combines trained listening, speaking, and reading with other skills. This is an activity that can be effectively prepared by practicing.

1
From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers.

b. The Importance of Writing

Reasons for teaching students to write English as a foreign language include reinforcement, language development, learning styles, and most importantly, writing as a skill in its own right (Harmer 2002: 79). As Nunan (2003: 88) stated in his Munjiah (2014: 1), "Writing is a mental task of inventing ideas and thinking of ways to express them."

Concise it into statements or paragraphs that the reader can understand. Harmer also states that writing has a certain meaning (2004: 31-33). These are:

- 1) Writing encourages students to focus on correct language use. I think this will lead to good development of writing when you solve problems that come to mind through writing.
- 2) Writing is often used as a means of strengthening the language of the mind. They use their writing skills to record what they have learned during the learning process.
- 3) Writing often serves as preparation for another activity.
- 4) Writing is also used in activities such as surveys. Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written.

Based on the explanation above, writing is an important part of language learning, because writing is essentially a reflective activity that requires enough time to think about the specific topic, to analyze, and to classify any background knowledge.

c. Process of Writing

As Tompkins (2008) reported in Hudri M. (2016: 21): Stages of writing (draft, draft, revision, editing, publication, etc.).

Stage 1 Prewriting

Choose a topic, collect and organize your ideas, consider your potential audience, identify the purpose of your text, and choose an appropriate genre.

Stage 2 drafting

Write a draft, create a lead that grabs the reader's attention, and focus on content over mechanics. This is the first version of the font. This is the first sentence and is sometimes referred to as the "raw product" of the writing, as it contains many errors in grammar, punctuation, spelling, etc. Therefore, other remedies are needed.

Stage 3 revising

Share your writing in writing groups, engage in constructive discussions about your classmates' writing, edit to reflect classmates' and teachers' comments, and make major rather than small changes between list and final draft.

Stage 4 editing

Calibrate configuration to identify errors and correct mechanical errors. When a writer rereads his writing and realizes that the mistake was very vague. Next, the author tries to transform his writing into good writing. As you think and revise, other readers (or editors) often provide comments and suggestions. Another reader's reaction to the text helps the author to revise the text appropriately. The author's product becomes even better because it is modified by other people and readers.

Stage 5 publishing

Publish your text in the right format and share your finished text with the right audience.

Ramirez reported in Hasan Nashri Dewi (2016: 6) ¹ that writing can be done in several stages, as illustrated in the following quote:

“Writing activities can be structured according to developmental, process-oriented, or competency-based models. Process-oriented approaches require a prewriting phase, a drafting or writing phase, and a revision phase. At each stage, students, you can focus your attention on different aspects of written communication, such as content, structure, purpose, audience, and grammatical accuracy.”

Furthermore, Ackley and Hasan Nashri Dewi (2016: 7) said ¹ "Whatever you think, maybe ¹ the act of writing is a process. This statement, it means that the most important thing in the text is system. Therefore, in learning to write, students are trained to write their thoughts through the right process, so that they create beauty and to write.

From the above statements, it can be concluded that writing is a demanding skill the process of expressing thoughts or ideas in writing or the like advertising. ¹ A good writing process can be done by preparing and determining the subject, then making drafts, and revising or post-writing.

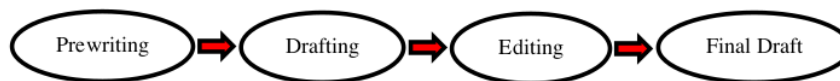


Figure 1.1 Stages of Writing

d. The Purpose of Writing

As Tarigan reported in Hotimah (2015: 14), the purpose of The of writing details are:

- 1) To tell; this means that the author can provide information that readers.
- 2) To describe; it means that the writer can write describe what or situation is happening.
- 3) To make the public happy; this means that the author can do that a happy reader reads his book.

¹ Based on the above statements, it can be concluded that writing it can be used in many ways. Many people can use it people to send messages, express opinions, respond to offers, persuasion and suggestion in written form for a particular purpose.

e. Problems of Writing

Writing is not easy. As Riddel (2003) reports in his Al-Manar (2014: 67), he explains that writing is an individual skill. Some people write as if they were communicating with themselves, while others speak to others. That makes writing more difficult for him than speaking. From these descriptions, we can conclude that writing is a difficult skill, requiring advanced skills in selecting words and sentences that will be understood by the reader. This is because readers cannot directly criticize the text or ask questions about it.

Richard also holds a similar opinion in Al-Manar (2014: 68). He says that writing is the highest level of verbal communication skill. The average person's language skills are "listening," "speaking," "reading," and "writing." The lowest or simplest level is direct communication skills using spoken language, in the form of listening and speaking skills. Reading is one level above listening and speaking, and writing is the most difficult level.

Besides this, as Harper reports in Msanjila (2014: 69), there are six common problems that can arise when writing. These problems are head problems, punctuation problems, unclear or ambiguous characters, poor organization or sloppy structure, spelling problems and lastly grammatical errors. It seems that out of the six writing problems, three are very important, namely: excessive use of capital letters, poor use of punctuation and lack of clarity or sense. Their effects are worse than other problems because their meaning is often

misunderstood. Students should pay attention to these six points in order to do a good writing job.

Based on the above reasoning, it can be concluded that writing presents the greatest difficulty, because writing requires more precision, for example in terms of spelling, grammar and appropriate vocabulary. Lack of precision will lead to misunderstandings. The readers may not understand the message or the communication between the writer and the readers will not go well.

f. The Syllabus of Writing Narrative Text the Eight Grade of SMP Negeri 2 Sirombu

Writing, one of the four arts, is often part of it English Teaching Program. “Writing is always used to strengthen the language taught. ⁶ In other words, writing is a good way for students to learn English. They can put their ideas on paper by pay attention to grammar and vocabulary.

When writing, students need more time to think. The teacher asked students should focus on specific language and objects their thoughts to write. This can lead to their language development. Education writing for college is not an easy task, because the age of High school students are between the ages of thirteen and fifteen such as.

According to the 2013 curriculum of SMP Negeri 2 Sirombu, ¹ English is taught as compulsory subject for students. It covers four language skills, namely listen, speak, read and write. In writing,

there are some skills that students must learn. These skills are written at the technical and technical level. ¹ Content of the banner of competence and core competence for juniors high school students, especially in the eighth grade of SMP Negeri ² Sirombu, can will be shown in the table below.

TABLE. 1
Standard of Competence and Basic Competence of Writing Skill for Junior High School at the Eighth Grade of Smp Negeri ² Sirombu in 2022/2023

Standard of Competence	Basic Competence
<p>12. Expressing meaning within written short functional text and simple short essays in the forms of recount and narrative to interact with people around.</p>	<p>12.1 Expressing meaning in the form of written short functional text using written language accurately, fluently and acceptably to interact with people around.</p> <p>12.1 Expressing meaning and rhetorical steps using written language accurately, fluently and acceptably to interact with people around in the forms of recount and narrative.</p>

From The table of standard skills and basic skills, we see that There are texts that students need to learn. These are announcements, advertisements and invitations for short functional texts, Currently, the texts that are classified as essays are stories and articles. However, in this study, the researcher will focus only on the text of the article and in particular (Fable).

As Reid reported, and Joy M. 1994 and Seow A. (2002: 319) provide some tips for teachers in implementing text lessons, namely:

- 1) The teacher modeling means that the teacher must model the writing process each time game-play and teach students specific writing strategies through class work.
- 2) Relatives from process to product means that the teacher guides the students in completing various tasks write a goal. Although students must write a different paper than the previous one project due to conversion, they will begin to understand the expected results every step.
- 3) Work within the constraints of the industry means that teaching process skills can be done through stages such as planning, writing, responding, revising or editing as part of the regular two-time schedule course. The process skills can be repeated until it gets promoted.
- 4) Nutrition and the different needs of students mean that the teacher must implement flexible measures programs to meet the diverse needs of students. The teacher can also decide Have students participate in various writing groups such as editors, writers, respondents, reviewers or editors during the writing sessions. Student can stay with planners for writing projects, but continue to be with editors later for one job or another, depending on its needs or development writing stage.
- 5) Exploitation using computers in the writing process means teaching the text internally In feedback or grading, the teacher can use the computer and assessment. To computer, students will easily delete the wrong words and replace them without write other words in the text. When teaching writing, the teacher must have can ensure that students write their thoughts well. The teacher should think about the writing skills students need to learn. In this case, Brown (2004: 221) classified writing skills into six microskills and six macroskills like these words:

Based on the above explanations, it can be concluded that the implementation of literature should Being a teacher will model the writing process at each level and teach it Student writing tips from practical classroom activities and the teacher also guides students in achieving specific writing goals and the teacher can determine the appropriate method for teaching writing and the rights of students.

g. Assessing Writing

According to Heaton (2010: 135), the method can be used to Analyzing the text is a test. The writing skills test is complex and

material difficult to teach, requiring knowledge of more than just grammar and pronunciation tools but also concepts and judgments. These are various skills are necessary for writing good prose as suggested by Heaton:

- 1) Use of language: the ability to write correctly and appropriately sentence.
- 2) Functional skills: the ability to use the conventions effectively unique to written language, eg. punctuation, spelling.
- 3) Content design: the ability to think creatively and develop oneself thoughts, including all irrelevant information.
- 4) Technical skills: the ability to modify sentences and paragraphs and use language well.
- 5) Judgment skill: the ability to write well for a particular purpose in the mind of the target audience, and programs to select, organize, order which important information.

Such as According to Brown (2004: 241-246), there are three ways to score for acceptable and sufficient to write. These are detailed, basic features scoring and evaluation. In the holistic line, everyone is measured in holistic terms the figure receives a set of details, and the researcher-reader match the general idea with the description to reach the mark. He ¹ means that the teacher makes a table of marks and explanations.

Inside key features, a type of indicator that ¹ emphasizes the task at hand and assigns a grade based on how well the text gets the grade

purpose. ¹ For example, if the purpose of the essay is to persuade the reader to act, the level of writing will depend on achieving that job. If the intention is to use illusions by expressing personal feelings effect, so responses to this feature will be analyzed only. And this scoring system, there are four numbers from zero (no response or fragmented response) and 4 (goal is achieved).

Inside analytical analysis, six main points of the text are mentioned, and this allows students to identify their weaknesses and use their strengths. He talking about its close connection with classroom language teaching than it normal test. However, as Brown reports in Bailey (2001: 243-246) ¹ offering five main categories and five different levels in each category from "unacceptable" to "good". In summaries, articles and ratings are available as follows.

TABLE. 2
Assesment Writing of Narrative Text in
Analytic Scoring Rubric

Aspects of Assesment	Criteria of Assesment			Score
Character	9 – 12	⁵ 5-8	0-4	
<ul style="list-style-type: none"> The narrative fulfills its purpose by telling an interesting story. 	Interesting story	The story is interesting but may lack in detail.	Not interesting story and unclear or not related to the topic.	0-12
<ul style="list-style-type: none"> The story is appropriate to its intended audience. 	The story is appropriate to audience.	The story is for some persons.	Not appropriate to audience	0-11

<ul style="list-style-type: none"> Time order is used to organize the story's events. 	Use time to organize the story's event	The narrative shows the events, but may lack details.	Not used	0-12
				Score :35
Setting	9-12	5-8	0-4	
<ul style="list-style-type: none"> Every sentence is important to the story. 	Every sentences are strong and expressive with varied structure.	Writing is clear but sentence may lack variety.	Writing is confusing, hard to follow.	0-12
<ul style="list-style-type: none"> Enough details are provided to describe the setting and characters. 	Setting and characters are detail.	Setting and Characters are not detail.	Setting and characters are distraction.	0-11
<ul style="list-style-type: none"> Transition words help move the story along. 	Transitions are mature and graceful	Transitions are present.	Transition are not present.	0-12
				Score :35
Plot	6-8	3-5	0-2	
Moral				
Resolution				
<ul style="list-style-type: none"> The writing is free of misspelling. 	Spellings are generally correct.	A few errors in spelling	Distracting errors in spelling	0-10
<ul style="list-style-type: none"> Sentences are punctuated correctly. The words are capitalized correctly. 	5 Punctuation and capitalization are generally correct.	A few errors in punctuation and capitalization.	Distracting errors in punctuation and capitalization.	0-10

• A narrative text usually uses past tense.	Used past tense correctly	A few errors in tenses	Errors in tenses	0-10
				Score :30
Total Score				100

$$\text{Value} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100 \quad \text{..}$$

Where:

V = the percentage of the correct items

O = the number of the correct items

M = the all number of items

In this research, the researcher will use assessment scores to evaluate students' technical skills, especially in writing narrative text. This is because this type of research is the easiest and most comprehensive most useful.

2.1.2 Narrative Text

a. The Defenition of Narrative Text

A narrative text tells a story, but the true value of a story is determined by what the author and the reader learn from it. This means that the stories provide moral value to the readers or listeners of each story. The purpose of a story is very important because it determines the appropriateness of the story.

Nielsen (2008: 172) says: "A story can be defined as a sequence of events, the basic components of which are the chronological order of the events themselves (the story), their verbal or visual representation (the text), and the act of telling or writing (the narrative) . Anderson (1997: 8) in Asilica Destri (2017: 245)

states that a narrative text is a text that tells a story while entertaining and informing the reader or listener. On the other hand, in Permana and Zuhri (2013: 2), Percy states that a narrative is a type of essay that tells a story or a series of events in which they occur. The purpose is for him to understand one or a series of events by telling a story. From these descriptions, we can infer that narrative texts are about stories. A story contains several events presented to entertain readers or listeners. The purpose of written narrative text is to entertain the reader.

Furthermore, in Keraf's Report to Ayres (2005: -136), a story is a composition whose main purpose is a form of activity that is linked to each other so that it is an event that happened at a particular time. It states that it is a format. From these opinions, we can say that narrative texts are usually the product of texts developed and assembled into stories that took place at a particular time in the past.

From the above, we can conclude that a narrative text is a text that contains a chronological story. To make a text interesting for the reader, the author needs to make it interesting. The purpose of storytelling is to give meaning to and entertain the reader.

b. The Generic Structure of Narrative Text

Derewianka B. (2018: 32) states that the steps to construct a story are:

1) Orientation,

The author tells the audience who the characters in the story are and when and where the story takes place. Action occurs.

2) Complication,

When a story progresses through a sequence of events that usually results in some kind of complication or problem. It wouldn't be as interesting if something unexpected didn't happen. This complexity affects the protagonist and often helps him (temporarily) achieve his goals. Stories reflect the complexities we face in life and tend to reassure us that they are solvable.

3) Resolution,

The resolution of complexity comes in a "satisfying" story. For better or for worse, complex problems can be resolved, but they are rarely left completely unresolved (of course, in some types of stories where you ask yourself, "What will the ending be ? ") Although this may happen).

Based on the above description, we can conclude that the general structure of a narrative text is: (1) A direction that introduces the main characters and possibly some supporting characters. Generally, some clues are given as to when and where the action took place. (2) the complexity with which the author explains how the problem arises; Sometimes unexpected things happen. (3) A resolution representing any conclusion of an event. Complications may resolve for better or worse, but they rarely remain completely

unresolved. The author may conclude that the resolution is the end of the story.

c. The Linguistic Features of Narrative Text

Based on Derewianka B. (2018: 42) states that the linguistic features of narrative texts are:

- 1) Specific, often individual participants with defined identities; The main participants are humans and, in some cases, animals with human characteristics.
- 2) Primarily action verbs (physical processes), but also many verbs that refer to what human participants say, feel, or think (linguistic and mental processes).
- 3) The past tense, simple past tense, is usually used to express events or events that happened in the past. Generally, verb 2 (V2) is used, followed by an adverb of time (past time).

The following expression is:

S + V2 / ed + O + time adverb 4)

There are many conjunctions related to time.

- 5) Dialogue often includes dialogue that changes tense to present or future.
- 6) Descriptive language chosen to enrich and develop a story by creating images in the reader's mind.

d. The Types of Narrative Text

Narrative texts are classified into two types by Joyce and Feez (2000: 5). Nonfiction is a type of narrative that tells a true story. It

is often used to tell a person's life story, an important historical event, or a new story. It is actually a combination of narrative and informative writing. Fiction is a type of story that tells a story that is not true. A story created by an author, such as a short story, manga, or novel. The main purpose of this fiction is to entertain or sometimes to teach a moral lesson.

e. The Purpose of Narrative Text

Basically, stories are written to entertain readers. Readers are expected to enjoy the text they are reading. As Andersons (1997: 3) reports, the purpose of a story is said to be to present a view of the world that entertains or informs the reader or audience. This means that the purpose of a story is to entertain or inform the reader, and also to convince the reader of what the story is about.

f. Example of Narrative Text (Fable)

A Fox and a Cat	
Orientation	Once, there was a cat and a fox. They were having conversation about the tricks that they could do.
Complication	The fox bragged how clever she was, "I know hundreds of tricks to get away from our mutual enemies, the dogs," she said. The cat replied, "Well, I only know one trick to run from dogs. You should teach me some of yours tricks." "Maybe someday, when I have time, I will teach you a few simple tricks," said the fox conceitedly.

Resolution	<p>The cat climbed into the nearest tree immediately. She was out of reach of any dog. “This is the only trick I know,” said the cat. “Which one of yours will you use?” the cat asked the fox.</p> <p>The fox stood still under the tree, thinking about which trick she was going to use. Unfortunately, the dogs arrived before the fox could make up her mind. They tore her into pieces.</p>
-------------------	---

2.1.3 Group Discussion

a. The Definition of Group Discussion

As Abdul (2013: 201-202) reports, group discussions are conducted by dividing students into several groups. Each group will consist of her 3-5 students. The first step is for the teacher to present the problem in general terms. The general problem is then broken down into sub-problems for students to solve. As reported by Harmin & Toth (2012: 9), focusing on group discussion can improve students' learning activities.

Based on the above description, group discussion is a learning process that involves three to five people in the group, the purpose of which is to solve existing problems and encourage discussion from each member in the group. We can conclude that it is about

gathering information and knowledge. The results of the discussion will be presented to the class by the representative group.

From this definition, we can conclude that group discussion can stimulate and increase students' enthusiasm for learning because it can increase students' enthusiasm for learning.

b. The Procedure Use of Group Discussion as Media in Teaching Narrative Text

The use of media in the teaching and learning process contributes to the well-being of students. When students truly understand the lessons learned, their performance improves. One way to influence student interest is through group discussion learning. However, mastering the material presented requires a balance with the technology used. As Wright reported in his Cakir (2006: 67), many media and many visual presentation styles are useful to language learners. This means that group discussions, if used at the right time and in the right place, can contribute very positively to language learning.

As reported by Intan Dwi Lestari (2019), the steps to conduct a group discussion are as follows:

1. Pre-Activities: The teacher begins the lesson with greetings, prayer, and review of the attendance list.
2. During the activity, including a detailed explanation of her four stages of the group discussion process.
3. Follow-up activities that remind students of what they have already done in the classroom.

Group discussions can be successfully conducted if teachers and students take maximum steps. Teaching narrative writing through group discussion is an effective method.

The researcher implemented a procedure that used group discussion as a medium for presenting the written content in a narrative text. Writing narrative texts for the purpose of this study involves understanding the features of language, understanding factual information and details from stories, and inferring moral values from stories. The learning process takes place in the classroom using appropriate equipment such as LCD projectors and laptops. First, the researcher gave instructions to the students, and then the researcher asked the students to have a group discussion.

1. The researcher asked each student to participate in each group 5 students
2. Next, the researcher asked the students to discuss the parts set in each group's narrative text.
3. In addition, the researcher also provides loan words in the narrative text. The purpose of this activity is to help students understand the linguistic features of narrative texts.
4. After discussing the researcher's orientation, the researcher went on to explain the material. The researcher asks several predictive questions about the narrative text.
5. The researcher continues to talk about the material and students listen to what happened and the significance of the story.

By grasping the moral value of the narrative text, the researcher encourages students to understand each character and ask questions from the narrative text. The researchers also asked about the main idea of the story. By searching for facts or detailed information, students can easily find the main idea. This group discussion makes it easier for students to learn narrative texts. Group discussions are very helpful in explaining the content. During the group discussion, the students had fun and were very engaged in the learning process as they found the playful learning very enjoyable. They seemed to be paying attention to the story.

c. The Advantages of Group Discussion in Teaching and Learning

The advantages of group discussion method as reported by Kosasih (2015: 108) are:

1. Decision outcomes are more complete because they are based on joint decisions.
2. Group members may be motivated by the presence of other group members.
3. Shy group members are more courageous in expressing their opinions in group discussions than in general discussions.
4. Group members feel more engaged in implementing group decisions because they are involved in the decision-making process.
5. Discussion groups can improve my self-understanding of myself and others.

The advantages of the study group discussion method as reported by Mercer & Pullen (2014: 42) are:

1. Students can participate more during class.
2. The teacher is good at giving direction, praise, and feedback.
3. Students can proceed at their own pace.
4. Group discussions tend to be less boring.
5. Teachers who use group discussions can better monitor student progress and modify instruction.
6. Group discussions provide a more convenient opportunity for students of different languages to participate and seek clarification.

The meaning of the above explanation is that the group discussion method has the following advantages:

1. Students can participate more during learning
2. Teachers can provide more learning, praise, and feedback.
3. Students can progress according to each other's abilities.
4. Group discussions are not boring.
5. Teachers who use small group discussion learning methods can better monitor student development and make learning modifications.
6. Group discussions allow students to participate flexibly and find solutions.

d. The Disadvantages of Group Discussion in Teaching and Learning

As reported by Hamdayana (2016: 83-84). Group discussions have the following disadvantages:

1. Learning time becomes longer.
2. It might be a waste of time.
3. A child who is shy and quiet will be less aggressive.
4. Dominance of certain students in discussion.

The disadvantages of group discussion as reported by Mercer & Pullen (2014: 42) are:

1. Students need more seated work
2. Teachers need to do more planning
3. Teachers need to set more instructional variables
4. Teachers need to provide more detailed instruction for each academic area or content Need

The weaknesses of the group discussion based on the above algorithm are as follows.

1. Students need to study a lot
2. Teachers need to plan more
3. Teachers need to set more rules about certain things.
4. Teachers must establish rules for each learning content.

Based on the above explanation, we can conclude that group discussion has advantages and disadvantages. Teachers must be able to take full advantage of the strengths of group discussion so that the gaps

in group discussion can be handled appropriately. Benefits of group discussion.

Group discussions contain the complete information available, allowing students to express their opinions more freely and creating bonds in group decision-making. Lack of time-consuming group discussions, monopoly of certain students, presence of topics outside the discussion area.

2.2 Relevant Research Studies

A study conducted by Evina (2014) "Implementation of Group Discussion Model with Information Search Strategies to Improve Accounting Class X AK Students' Activities and Learning Outcomes in Bukit Cahaya Siddikaran Private College in 2013/2014 Academic Year". The problem with this study is the low performance of accounting activities and learning. This study aims to measure the increase in activities and learning outcomes of Ak Private SMK Bukit Chahaya Siddikaran Class X Accounting students in the academic year 2013/2014. The study was conducted at Bukit Cahaya Sidikaran Private Vocational School among 35 students in classes during even semesters of the academic year 2013/2014. This study is a class action lawsuit (PTK) study and consists of two cycles. In order to understand the students' learning activities, we used observation sheets to observe students during their learning activities and conducted tests to measure their learning outcomes. The observation results show that students' learning activities increased between Cycle I and Cycle II, and in Cycle I, the percentage of

students' learning activities increased from 40% to 88.57% in Cycle II. Student learning outcomes show an increase. That is, she had 21 (60%) students who completed the training in the first cycle, which increased to 31 (88.57%) in the second cycle. The classic indicator of learning proficiency is that 85% of students achieve a score of 70 or above. The increase in student learning outcomes was tested using a t-test with $\alpha = 0.05$ and $dk = 35 - 1 = 34$. The calculation results are $t_{count} = 12.66$ and $t_{table} = 2.0322$, so $count > table$ ($12.66 > 2.0322$). Pupil learning outcomes have increased significantly. Therefore, from the research results it can be concluded that the group discussion model with information retrieval strategy is applied in the classroom. The similarities with this study are that the learning method used was the same, i.e. group discussion using the same research equipment. We will discuss the variables of the learning activities and the data collection techniques carried out in the same way, namely observation and documentation. This related research design uses a classroom action research (CAR) design conducted in two cycles, similar to the research design conducted by the researchers. T-tests are not used when analyzing data related to accounting learning activities. The difference in this related research is that in addition to the use of accounting learning activity variables, accounting learning outcome variables are also used. In the study conducted by the researchers, the variable "Learning Activities" of "Adjusted Journal Competency" was used.

The study entitled "Implementation of Group Discussion Model with Group Inquiry Method to Improve Students' Learning Activities and

Accounting Results in Class X IS Budisatrya Private High School Medan for the Year 2012/2013” conducted by Budi Mangaratua Silaen (2013). Research conducted, this study aims to measure the increase in students' accounting activities and learning outcomes during class. Based on the observation of students' learning activities, applying the group discussion model and group inquiry method to learning makes students more active and creative in learning and increases their enthusiasm for learning. Observations show that students' learning activities have increased. In the first cycle, the percentage of students' learning activities was her 13.2%, but in the second cycle it increased to 73.68%. Tests conducted on student learning outcomes showed an increase in student learning outcomes. In the first cycle she had 17 students (44.73%) who completed their studies, in the second cycle she had 31 students (81.57%). As an indicator of mastery of classical learning, we found that 70% of students achieved a score of 70 or above. The significance of student learning outcomes was tested using statistical tests or t-tests with $\alpha = 0.05$ and $dk = 38+38-2 = 74$. From the calculation results, we obtained $t = 6.73$, $t_{table} = 1.99$. This means $t_{count} > t_{table}$ ($6.73 > 1.99$). In other words, student learning outcomes have improved significantly. The application of group discussion model using group survey method on the topic of basic accounting equations in class can be concluded as follows. The equations associated with this study consider the implementation of group discussions and the increase in accounting learning activities. The studied problem also has similarities with the findings of researchers, namely the low activity of accounting learning. The research design used was a classroom activity study

(CAR) conducted in two cycles. This test is not used when analyzing data related to accounting learning activities. The difference from this study is that this study does not investigate the basic skills of adaptive journaling, and there are also differences in the location, time, theme, and subject matter of the study.

A study titled “Implementing Group Discussions to Improve Learning Outcomes and Student Activities in PGSD UAD” conducted by Siwi Purwanti, MD (2018). This study aims to apply small group discussions to improve the learning outcomes and activities of UAD PGSD students in basic science courses. The learning outcomes that are still missing are the cognitive learning outcomes of students. The activities in this study were to actively ask questions, answer questions, discuss, and present. This study is her two-cycle classroom action study. The stages of this research include planning, conducting, observing, and reflecting. The subjects of this study were students in her first semester of PGSD UAD in a basic science course. Data collection techniques include written tests (pre-test and post-test), observations, and interviews. As a result of this study, learning outcomes and student activity improved. Learning outcomes can be checked from the pre-test and post-test results for each cycle. In the first cycle, the pre-test mean was 61.64 and the post-test mean was 68.09. In Cycle II, the pre-test mean was 71.93 and the post-test mean was 81.56. Before the action, there were only 15 active students in student activities. In Cycle 1, 30 students actively asked questions, answered questions, discussed, and presented. In the second cycle, active students reached her 42 students. The similarity related to the

studies conducted by researchers is that both use group discussions to enhance learning activities. The learning activity indicators used have similarities such as active questioning, active question answering, active participation in group discussions, and active presentation. The research design also utilizes classroom activity research (CAR) in two cycles. Data collection technology using observation technology. The difference in this related study is that no documentation method was used. There are also differences in research themes, subjects, time periods, and locations. This study applies group discussions to basic science topics, while the researcher's study involves group discussions on basic skills in adapted journals.

Based on her findings, she stated that the use of group discussion is one of the most effective media used in teaching and learning writing to beginning students. Student response to this medium was very positive. During the research and learning process, they appeared engaged, calm, happy and relaxed.

Based on the current related research mentioned above, researchers as a guide for researchers to compare the results of recent studies when seeking more information about the effects of group discussion on writing skills. The importance of Because the results of the latest related research show that the use of group discussions has a significant impact on students' writing skills. Therefore, researchers believe that group discussion is an appropriate medium for teaching writing to improve students' ability to write narrative texts.

2.2.1 Improving Students' Writing Skills :

- a. Students find it easy to explore ideas in writing.
- b. They can construct sentences with better structure and minimize errors in English grammar.
- c. They use correct word order and are able to use different words to express their ideas well.
- d. They express ideas more clearly with group members, organize ideas better than previous results, use logical order, and write text with good cohesion and coherence.
- e. They can, demonstrate rules and minimize mistakes and errors in spelling, punctuation, capitalization, etc.

Improving the classroom situation included e.g.

- a. The students concentrated seriously on their tasks,
- b. They attended and actively participated in the lesson,
- c. They became more confident with the tasks during the lesson,
- d. They were more enthusiastic and motivated to join the writing course,
- e. They weren't bored or noisy, but they seemed happy in writing class.

2.3 Conceptual Framework

The learning process carried out in SMP Negeri 2 Sirombu remains traditional. Teachers lead learning activities in the classroom. The teacher is active in conveying the lesson content, but the students only passively listen and record the lesson material presented by the teacher. Pupils' learning

activity is still low. This was demonstrated only by one student of hers who spontaneously showed off the results of her homework in front of the class. With fewer learning activities, lazy students tend to rely on the materials provided by the teacher and learn to think critically. Students lack independence in active learning.

Group discussion method is a learning method in which the class is divided into several small groups. Each small group will consist of 3-5 of her students. Each group will receive learning materials. Each small group then discusses and solves the case together. Finally, a representative from each group will present the results of their discussion to the class. The teacher's role in learning activities is to act as a facilitator, guide students to solve problems, and take corrective action if something goes wrong. Coordination

An alternative learning method that can be used to improve journal basic skills learning activities is group discussion. Group discussions allow students to gain freedom in the learning process. Group discussions provide students with the opportunity to work in small groups.

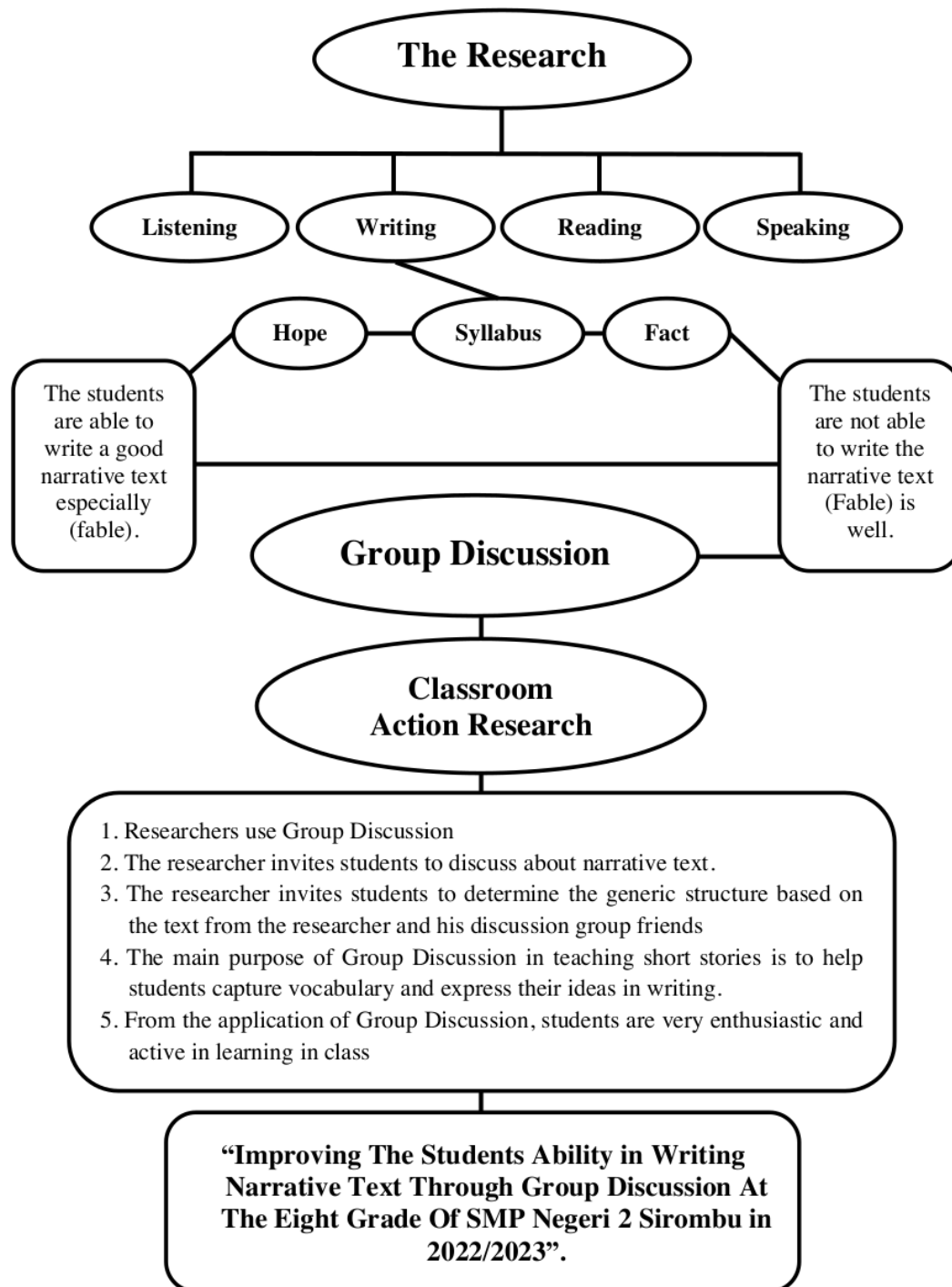


Figure 2.3 : Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 The Type of the Action

In this study, the researcher used Classroom Action Research (CAR) to solve students' writing problems. Classroom Action Research improved students' ability in the process of teaching and learning. As Cohen (2007:316) says: "Action research is a powerful tool for developing change and improvement at the local level". In addition, Ferrance (2001:1) states that action research is a process in which participants systematically and carefully examine their own educational practice using research techniques. It can be concluded that classroom action research is a type of research that can help the researcher overcome or improve the problems that students face in the classroom.

As the final definition of Ferrance 2000:1 puts it, action research is a collaborative effort among colleagues to find solutions to everyday, real-life problems experienced in schools or to find ways to improve instruction and raise student achievement. There are a number of processes in action research. As stated by Kemmis and Mc Taggart in Burns (2010: 7), CAR is an inquiry conducted by the teacher in the classroom and has four components: (1) planning, (2) action, (3) observation and (4) reflection.

Classroom action research helps students solve problems in teaching and learning. In this case, action research can be done during the teaching-learning process. So, students' the problems of the teaching-

learning become known to the researcher, and then the researcher improves the functioning of the teaching-learning more effectively. It can be concluded that classroom action research is research that aims to improve and develop teaching-learning more successfully. Based on the previous explanation, the research object was the student's ability to write using a narrative text. To achieve the goal of the teaching-learning, the researcher needed the help of an English teacher, because the role of the English teacher in the study was very important to observe the activities of the researcher and the students during the teaching-learning process

Based on some of the supporting arguments above, it can be concluded that action research is a research method that helps the researcher solve problems in the classroom and improve students' ability to succeed in the teaching and learning process. Additionally, one of the functions of classroom action research is done collaboratively through cycles.

3.2 Setting and Subject of the Research

The research site is SMP Negeri 2 Sirombu. It is located in Sisobandrao Village, Sirombua District, West Nias Regency. There are 21 teachers and one of them is an English teacher. This school consists of 4 classes, seventh class of 1 class, eighth class of 2 class and ninth class of 1 class, and the number of students in all classes is 100 people. The research subjects were VIII-1 (all 37 students of class VIII).

The researcher chose class VIII-1 because students of class VIII-B have problems in learning to write narrative text, especially Fairy Tale. The actual condition of SMP Negeri 2 Sirombu can be seen from the table:

TABLE. 2
The Total Numbers of SMP Negeri 2
Sirombu in 2022/2023

NO.	Class	Students
1.	VII	33
2.	VIII-1	19
3.	VIII-2	18
4.	IX	30
TOTAL		100

Source: SMP Negeri 2 Sirombu

3.3 The Schedule of Implementing the Action

CAR is learning to improve students' skills. Regarding the time of passing the researcher, it is done for about 2 months, it is done in July-August, see the training calendar and the curriculum of the eighth grade of SMP Negeri 2 Sirombu.

The researcher conducted action research in collaboration with the English teacher, the college, the students and the principal of SMP Negeri 2 Sirombu. The subjects of this study are eighth graders. At the same time, the subject of the research was the ability of students to write a narrative text. In this study, the researchers held 2 meetings in each cycle.

3.4 The Procedures of Action Implementation

When conducting research, the researcher organized the order of doing the activity in one or more cycles. Ferrance (2010:9) states that the operation of classroom action research consists of four parts which are:

- a. Scheduling is used to schedule activities to be performed in the application. In a research paper, the researcher prepares everything that is necessary to carry out the research, such as lesson plan, materials, observation paper and evaluation paper.
- b. The activity is a teaching-learning activity in teaching writing through a narrative text.
- c. Observation is an activity that gathers information and information that can be used as input when reflecting on what was done during the activity.
- d. Reflection is an activity that analyzes, interprets and explains all the information obtained based on the observation made in the activity.

The above procedure consists of planning, implementation, observation and reflection. Therefore, at each meeting, the researcher explains, for clarity, what activities the researcher did:

Cycle I

3.4.1 First Meeting

During the meeting, the researcher does some activities. The procedure for each step applied by the researcher is as follows:

- a. Planning
 - 1) The researcher prepared the curriculum

- 2) The researcher prepared a lesson plan.
- 3) The researcher prepared the materials.
- 4) The researcher prepared an evaluation form.
- 5) The researcher made a list of students present.
- 6) The researcher took field notes.

b. Action

1) Pre-teaching-learning activities:

- a) The researcher entered the classroom and greeted and also asked about the status of the students.
- b) The researcher presents his name to the students.
- c) The researcher asked one student to pray."
- d) ⁴ The researcher checked the attendance list of the students.
- e) The researcher asked about the students' willingness to learn.
- f) The researcher explained the objectives of the study

2) Whilst teaching-learning ¹ activities:

- a) The researcher presents the students with material about the narrative text.
- b) The researcher explains what a narrative text is.
- c) ¹ The researcher asked the opinion of the students.
- d) The researcher distributed the material.
- e) ² The researcher explained the material to the students.
- f) The researcher asked about students' understanding after the researcher explained the material.

- g) The researcher asked the students to bring their narrative text with them
- h) The researcher gives instructions to the students and then the researcher. Ask the students to form a group discussion.
- i) The researcher asked the students to understand the meaning and purpose of the narrative text. After that, the researcher asked the students to find out the main idea, guess the characters and places based on the narrated text. In addition, the teacher also adds foreign words to the narrative text. This activity makes students understand the linguistic features of a narrative text.
- j) ¹ The researcher asked some predictive questions related to the text story.
- k) The researcher continued the activity and asked the students what are the obstacles and difficulties to talk with their group members
- l) Taking the moral value ¹ of the narrative text, the researcher asks the students to understand each character and asks questions about the ¹ narrative text.
- m) The researcher also asked about the main idea ¹ of the text story.
- n) The researcher asked the students to write a story.
- o) The researcher asked the students about the problem of writing a story.

p) The researcher asked the students to decide on the learning material.

q) ⁷ The researcher made a conclusion about the material.

3) Post teaching-learning activities:

a) ⁸ The researcher asked the students if they had difficult material during the teaching-learning process.

b) The researcher answers their question.

c) ² The researcher ends the lesson and greets the students.

c. Observation

1) The teacher-collaborator monitored ² the activities of the students and the researcher in the teaching-learning process.

2) The teacher-collaborator gave suggestions for the activity of the researcher in teaching-learning.

3) The teacher-collaborator pays attention to the students' attitudes.

4) The teacher-collaborator observes the weakness of ⁴ the students and the researcher in the teaching-learning process.

d. Reflection

1) The researcher recorded the results of the students' observation form and the actions of the researcher.

2) The researcher analyzes and evaluates the result of capturing students' writings.

3) The researcher analyzes and evaluates the results of the students' evaluation questionnaire.

- 4) The researcher corrected the students' writing weakness for the next meeting.

3.4.2² Second meeting

At the meeting, the researcher continues his activities based on the outcome of the first meeting. It's about 40 minutes. The researcher uses the following activities:

a.⁸ Planning

- 1) The researcher prepared a lesson plan.
- 2) The researcher provided the materials.
- 3) The researcher prepared an evaluation form.
- 4) The researcher made a list of students present.
- 5) The researcher took field notes.

b. Action

- 1) Pre teaching-learning¹ activities:
 - a) The researcher greeted and asked about the status of the students.
 - b) The researcher asked one student to pray.
 - c) The researcher checks the attendance list of the students.
- 2) Whilst teaching-learning activities:
 - a)¹ The researcher goes through and reminds the students about the last material.
 - b) The researcher values the opinion of the students.

- 1
- c) The researcher divides the students into groups, each group has 3-5 people.
 - d) The researcher explains the study guidelines for writing a narrative text in a group in relation to group discussions.
 - e) Researchers give instructions to students and researchers share a narrative text.
 - f) He asked the students to understand the meaning and purpose of the narrative text. After that, the researcher asked the students to find out the main idea, guess the characters and places based on the narrated text. In addition, the teacher also adds foreign words to the narrative text. This activity makes students understand the linguistic features of a narrative text.
 - g) The researcher gives each group a specific task of writing a narrative text (Fable).
 - h) The researcher gives each group the freedom to choose a title in the narrative text based on their understanding of the story.
 - i) The researcher asks the students about their understanding.
 - j) The researcher corrects students' mistakes, punctuation, grammar, comprehension and vocabulary.
 - 2
 - k) The researcher gives time to the students to ask something related to the material.

3) Post teaching-learning activities:

- a) The researcher encourages the students to study diligently.
- b) The researcher ends the lesson and greets the students.

c. Observation

- 1) The teacher-collaborator monitored ² the activities of the students and the researcher in the teaching-learning process.
- 2) The teacher-collaborator gave suggestions for the activity of the researcher in teaching-learning.
- 3) The teacher-collaborator noticed the weakness of the students and the researcher in teaching-learning.

d. Reflection

- 1) The researcher recorded the results of the students' observation form and the actions of the researcher.
- 2) The researcher evaluates the results of the student's writing.
- 3) The researcher analyzes and evaluates the results of the students' evaluation form based on groups.
- 4) The researcher corrected the weaknesses in the students' writing to be corrected for the next period.

This cycle is triggered when the first cycle fails. Thus, this cycle continues until students succeed in this study based on the CAR procedure.

Cycle II

The activities of cycle II are almost the same as those of cycle I, but the activities of cycle II are related to the results of reflective cycle I. The purpose of cycle II is to improve applied learning in cycle I.

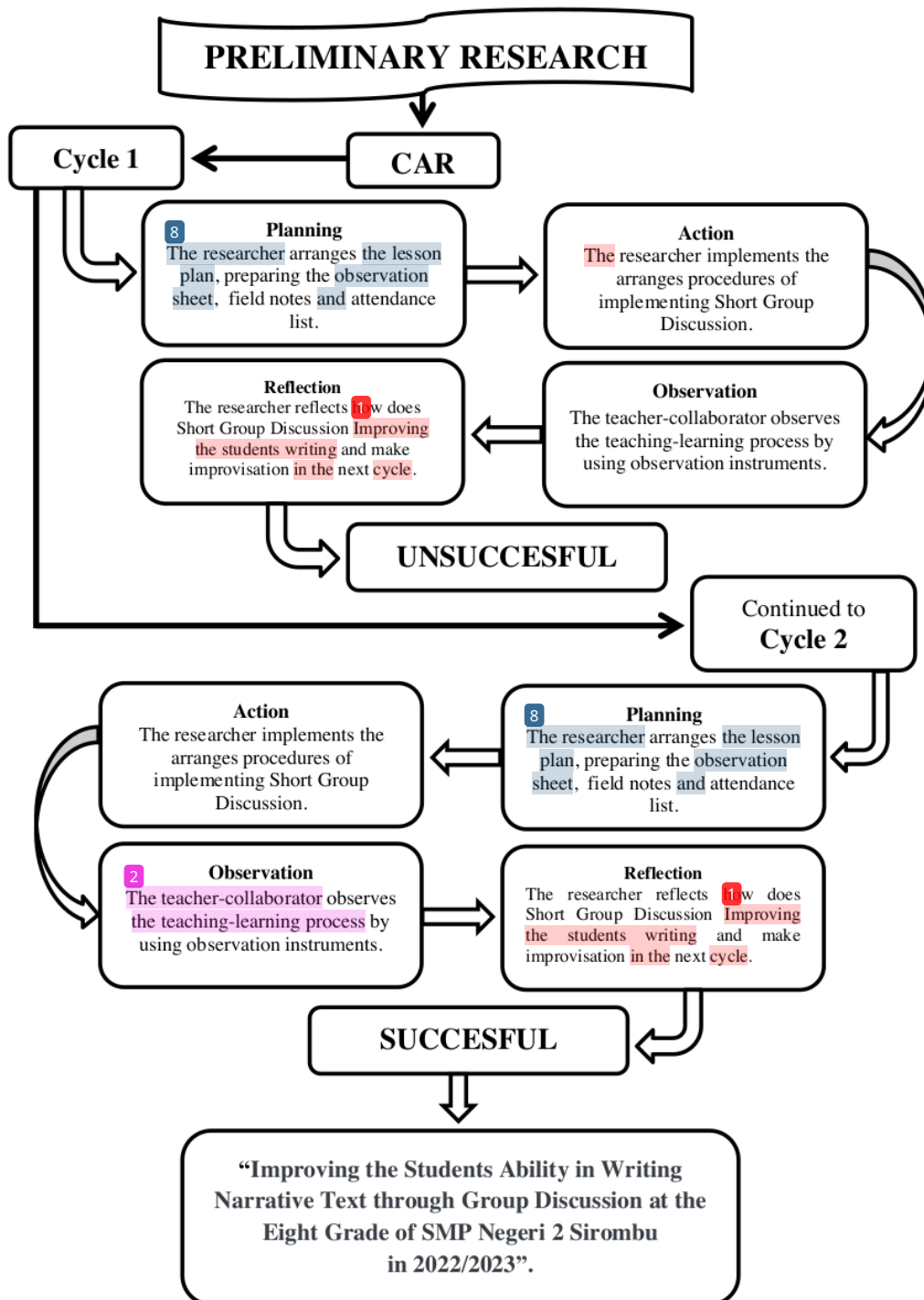


Figure 3.4 : The Procedure of Implementing CAR

3.5 The Instruments of Collecting the Data

¹ Two types of data are collected in this study namely qualitative and quantitative data. Qualitative data tells about the activities and attitudes of students and researchers in the learning of teaching. Quantitative data, on the other hand, concerns information about students' personal narrative writing ability from the student evaluation form.

With the help of the observation sheet, observations are made on the data of the learning activities of the magazine competence adjustment program. Observations are made by supervised observers using an observation chart prepared by the researcher. Observation diary in this study using rating scale technique. As reported by Sugiyono (2015: 141), a rating scale is a measurement scale that produces raw data in the form of numbers, which are then described in qualitative terms.

In data collection, the researcher uses the fourth instrument: they are an observation form, an evaluation form and field notes as follows:

3.5.1 Observation Sheet

² The observation forms consisted of the activities of the students and the researcher in the teaching-learning process. It is used to track student and research progress as monitored by the teacher's colleague. The function of the observation form in this study is to observe the researcher and the students and the researcher activities in the classroom.

a. Evaluation sheet

The evaluation form is used to collect quantitative data. Using the evaluation form, a text is written that tells about the cognitive abilities of ¹the students. With the essay test, the researcher evaluates ¹the students' ability to write a narrative text specifically for Fable.

b. Field notes

This is a blank sheet of paper that teachers and staff use to identify weaknesses, strengths, and areas for improvement during ¹the teaching and learning process in social events.

3.6 The Techniques of Data Analysis

In this study, the material is analyzed as qualitative data and quantitative data. After the data is collected, the researcher analyzes it. Data comes from observation, evaluation and field notes. The researcher analyzes it to get a valid research result. An explanation of this analysis information is as follows:

3.6.1 Analyzing the Qualitative Data

Qualitative data is data that allows the researcher to analyze the implemented teaching-learning to find out whether it is working well or not based on the planned lesson plan. The information is obtained from the student and researcher activity observation form. In addition, the data is analyzed in the following steps:

- a. Data reduction: Assessment and classification of data based on the data obtained.

- b. Interpretation of data: All data organized by the researcher must be classified to understand them (tabular, graphic or narrative).
- c. Inference: In the formulation stage, the researcher draws some conclusions from the data after getting an explanation of the data. Qualitative data related to the observation form are analyzed using a formula.

Each meeting will be evaluated by using the formula written by Sugiono (2011:32) argues,

$$PD = \frac{\text{Done activities}}{\text{Total activities}} \times 100\%$$

In which:

PD : Percentage degree

DA : Done activities by the researcher and students during the implementation the action.

TA : Total activities means all activities based on the lesson plan, either for the students or the researcher.

100 : Constant number

The researcher calculates the percentage of each data so that the teaching-learning goes as planned by the researcher in the lesson plan.

This is interpreted as Tuckman's classification in Nurgiyantoros (2001: 339):

- 85% - 100% : the degree of teaching level is Very good

- 70 % - 84% : the degree of teaching level is Good
- 60% - 74% : the degree of teaching level is Adequate
- 40% - 59% : the degree of teaching level is Less adequate
- 0% - 39% : the degree of teaching level is Very weak

3.6.2 Analyzing the Quantitative Data

Quantitative data should be analyzed to find out students' writing skills in narrative text, especially Fable. Quantitative information can be found on the assessment form in Chapter II, pages 18-19. The assessment form is analyzed and evaluated by evaluating the correct answers according to the sense of individuality of the students using the following formula written by Brown Baileys (2001:243-246).

$$Students' Mark = \frac{Total Score}{46} \times 100$$

The students' mark is rubric scoring with the criteria based on Curriculum (2013) are :

- 85% - 100% : the degree of teaching level is Very good
- 70 % - 84% : the degree of teaching level is Good
- 60% - 74% : the degree of teaching level is Adequate
- 40% - 59% : the degree of teaching level is Less adequate
- 0% - 39% : the degree of teaching level is Very weak

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Research Findings

4.1.1 Research Setting

As explained in the previous chapter, the study was conducted at SMP Negeri 2 Sirombu. The school is located in Sisobandrao Village, Sirombu District and West Nias Regency. The location of this school is convenient because it is far from the main road. Thus, the implementation of the study can go well. In addition, the school environment is very green and fresh because there are many trees around the school. A calm atmosphere is created that supports the teaching and learning process. And then all the members of the school are very friendly and cooperative with the researchers.

There are 21 teachers working in SMP Negeri 2 Sirombu and 1 of them is an English teacher. The number of students is 100 people divided into three levels. In the seventh grade, there is one class with 33 students. Class VIII consists of two classes namely: Class VIII-1 with 19 students and Class VIII-2 with 18 students. In class IX there is one class with 30 students. The subjects were ¹ students of Class VIII (VIII-1) of SMP Negeri 2 Sirombu. The number of students in class VIII (VIII-1) is 19, of which 9 are girls and 10 are boys.

The researcher chose this class as the research topic because most of the students in the class had weak writing skills, especially in writing a narrative text. However, before conducting research in the classroom,

the researcher first sought the principal's approval. The English teacher of SMP Negeri 2 Sirombu assisted the researcher in conducting the research. The teacher is an observer and researcher of the students' activity during the group discussion in the class.

1.1.2 Explanation of Students' Writing Skills Using Group Discussion

Improve students' ability to write in group discussions, the researchers conducted the study in two cycles. Both cycles were conducted for Grade VIII (VIII-1) students of SMP Negeri 2 Sirombu. The implementation of the two-cycle study can be explained below.

1) Cycle I

Cycle I consists of two meetings. SMP Negeri 2 Sirombu Class VIII (VIII-1) had two meetings with a total of 19 students, 10 of whom were girls and 9 boys, who all participated in two meetings. In this study, each meeting took place for 2 x 40 minutes. The first meeting was held on Monday, July 24, 2023, and the second meeting was held on Monday, July 31, 2023. A more detailed explanation of the conduct of the study at the first and second meetings can be given as follows:

1) First Meeting

The survey of the first meeting was conducted on Monday, July 24, 2023. The results of the use of group discussion in the

first meeting of Cycle I can be explained by reporting with the following steps.

a) Planning

In the planning phase of Ia cycle, the researcher prepared many things, for example: a lesson plan to guide the teaching-learning process; material as a means to integrate students' writing skills; the observational form of researchers and students as a self-reflection of the activities of researchers and students; and field notes were taken in the classroom to reflect on the activities of the students for the researcher to organize the weaknesses and strengths of the teaching-learning strategy in the teaching-learning; student attendant; and the media. The planning phase was done to avoid misperception of classroom activities.

b) Action

In the stage, the researcher started the implementation of teaching and learning activities in the class by applying group discussion. The activity begins with entering the class and greeting the students. All students responded to the researcher's greeting. After that, the researcher introduced the identity and purpose of coming to class. The researcher then checked the attendance list of the students. The goal of this activity is to find out the names of all the students in the class. All students

who attended ³ the first meeting of cycle I were present at that time. Afterwards, the researchers continued their activities.

¹ The researcher explained the meaning of writing to the students and at the same time presented the learning material "Narrative Text" for students. Afterwards, the researcher distributed educational materials to the students. The researcher then explained how to write examples of narrative texts to the students. In addition, the researchers asked students to identify one of the story titles they liked and which one was their favorite. The researcher then gave instructions to the students and then ¹ asked the students to form a group discussion. In addition, the teacher also gave foreign words from the narrative text, after which ¹ the researcher asked several proactive ² questions related to the narrative text. After that, the researcher concludes the study material by telling the students the important points of the study material. The researcher then left the classroom and greeted the students.

c) Observation

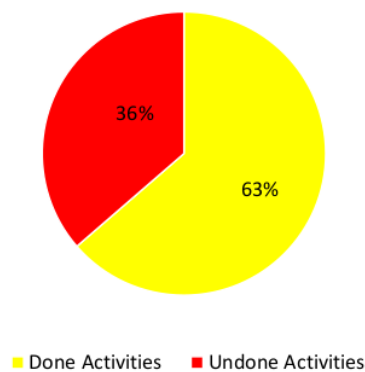
⁶ In the observation phase, the teacher-collaborator helped the researcher to observe the activities of students and researchers during the group discussion in class. The cooperating teacher marks (√) if the researcher has finished the activity and the cooperating teacher also marks (√) if the researcher has not completed the activity on the researcher and

observation form #039; In addition, the assistant teacher marks (√) on the student's observation sheet if the student completed the task and (-) if the student did not complete the task. The results of the teacher-collaborative observations of the activities of researchers and students at the first meeting of the 1st cycle are shown in the image below:

(1) The Researcher's Activities

Based on the first meeting, based on the result of monitoring the activity of the researcher, the activities performed and not performed during the teaching-learning process could be described as follows:

- (a) All done is : 14 activities (63.63%) of 22 activities
- (b) Undone at all is : 8 activities (36.36%) of 22 activities



The researcher's reason for not doing so was that the researcher did not have much time to engage in the

teaching-learning process. It is clear that the level of education of the scientist can be classified as "adequate".

(2) ² The Students' Activities

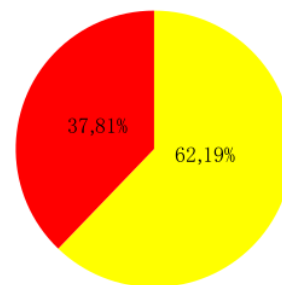
Based on the results of observations of students' activities, the activities carried out in the teaching and learning process can be described as follows:

(a) Percentage of done activities carried out by students:

62.19%

(b) The percentage of student activities that Undone

carried out is: 37.81%



■ Done Activities ■ Undone Activities

The reason why student activities were not carried out was that most students did not seriously discuss the topics given by the researchers, did not pay serious attention to the teaching and learning process, came in and out of the class, and disturbed other friends.

Based on the results of previous activities, the level of student participation can be classified as "sufficient".

By conducting group discussions in the classroom, teacher-collaborators discovered the strengths and weaknesses of students and researchers. Weaknesses in the implementation of the measure in the first meeting of cycle I can be described below.

- (a) Fifteen students did not listen to the researcher and the explanation.
- (b) Eighteen students did not pay attention to the topic taught by the researcher.
- (c) Seven did not pay attention to the sample material.
- (d) Six students did not seek additional information from the group discussion.
- (e) 15 students did not discuss the topic given by the researcher.
- (f) 15 students did not want to share their ideas in the group.
- (g) ¹ The researcher did not observe the students during the discussions.
- (h) The researcher did not control the students and giving ideas when you present your ideas.
- (i) The researcher did not explain the learning objectives to the students.

- (j) Researchers do not derive material or motivate students.

The teacher-collaborators discovered the following benefits at the first meeting:

- Some students could seriously work independently.
- Some students actively participated in the use of group discussion in the teaching of the learning.
- Some wanted to share their thoughts on the material.

d) Reflection

In the reflection phase, the researcher compiled, analyzed and concluded the result of the study. The result obtained from the analysis showed that the percentage of students who completed all the tasks in this meeting was low. Therefore, the researcher continued the research in the next meeting, making some corrections as follows:

- (1) ⁷ The researcher motivated the students so that they wanted to listen to the researcher's explanation.
- (2) The researcher convinced the students that they want to pay attention to the topic taught by the researcher.
- (3) The researcher guided and advised the students to seriously discuss their thoughts.

- (4) The researcher helped the students in that they wanted to share their ideas with their friends in the group.
- (5) The researcher observed the students as they reasoned independently.
- (6) The researcher checked the students' ideas when they presented their ideas.
- (7) The researcher had to explain to the students the purpose of teaching learning.
- (8) The researcher had to decide on the material and motivate the students.

2) Second Meeting

In the second meeting, the researcher continued the activities of the first meeting. It was made on Monday 07/08/2023. In the stage, the researcher simply reviewed and reminded the students of the narrative text of the biography that they had learned earlier, and then administered the test. The following procedures are conducting the research as follows:

a) Planning

In the plan stage, the researcher prepared a lesson plan, study material, assessment sheet, student activity and researcher activity observation sheet, field notes and student attendance list.

b) Action

In the action phase, the researcher started the implementation of teaching and learning activities by introducing group discussion in the classroom. The activity begins with entering the class and greeting the students. All students responded to the researcher's greeting. The researcher then checked the attendance list of the students. All the students of the second meeting of cycle I were present in the class at that time. In addition, the researcher reviewed and recalled previous study materials. The researcher then encouraged the students to seriously familiarize themselves with the study materials and talked about their weaknesses in learning the study materials in the previous meeting.

In addition, researchers know the topic of the study material. In addition, the researcher divided the students into 2 (two) groups, each of which had 9 people. After that, the researcher explained the instructions on how to learn to write narrative texts through group discussion. The researcher gave each group the task of writing a certain narrative text (Fable). Then, the researcher gave each group the freedom to choose the title of the narrative text based on their understanding of the story. The researchers distributed evaluation and response forms to the students. Then, the researcher explained to the students how to do the test. After the students took the test, the

researcher gathered the students and answer sheets. Then the researcher finished the study material by talking about the most important points of the studied material. The researcher then left the classroom and greeted the students.

c) Observation

During the observation phase, the teacher-collaborator helped the researcher to observe the activities of the students and researchers during the implementation using group discussions in class. A score of (√) is given by the cooperating teacher if the researcher completed the task, and a score of (√) is given by the cooperating teacher if the researcher did not complete the task using the researcher's observation questionnaire. In addition, the teacher's help also gives a mark (√) if the students completed the task and a mark (-) if the students did not complete the task on the student observation form. The results of observations of the activities of the teacher and the partner students in the II cycle of the I meeting can be described as follows:

(1) The Researcher's Activities

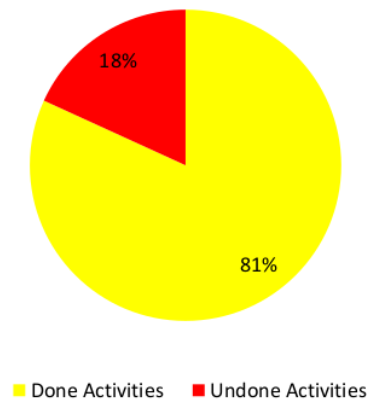
Based on the researcher's observation of the activity of the first and second meeting, the activities performed and not performed during the teaching-learning process could be described as follows:

(a) All done is : 18 activities (81.81%) of 25

activities

(b) Undone at all is : 4 activities (18.18%) of 25

Activities

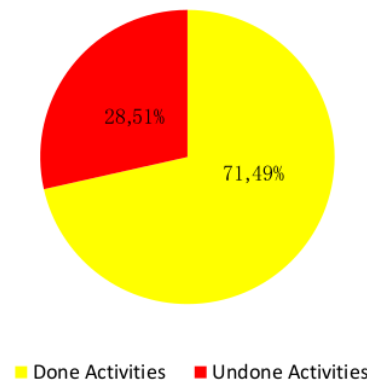


The researcher's reason for not doing so was that the researcher did not have much time to engage in the teaching-learning process. It is clear that the educational level of the researcher can be classified as "good".

(2) The Students' Activities

Based on the results of observing students' activities, the activities carried out in the teaching and learning process can be described as follows:

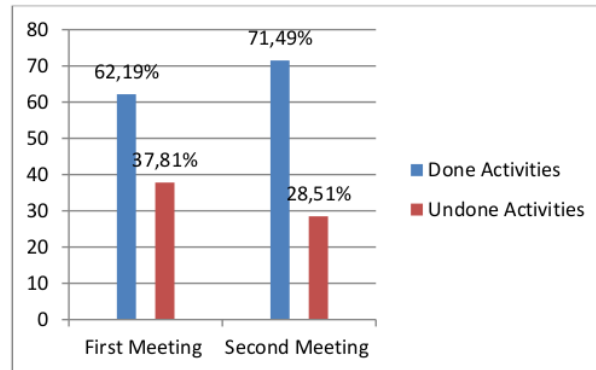
- (a) Percentage of done activities of students is 71.49%
- (b) Percentage of Undone activities of students is 28.51%



The reason for incomplete performance of students was that most students did not seriously discuss the topic given by the researcher, did not pay serious attention in teaching-learning, entered and left the classroom³ and disturbed other friends.

Based on the result of the previous activity, the participation level of the students can be classified under the "appropriate" level.

For clarity, the percentages of students who completed and canceled can be represented in the chart below:

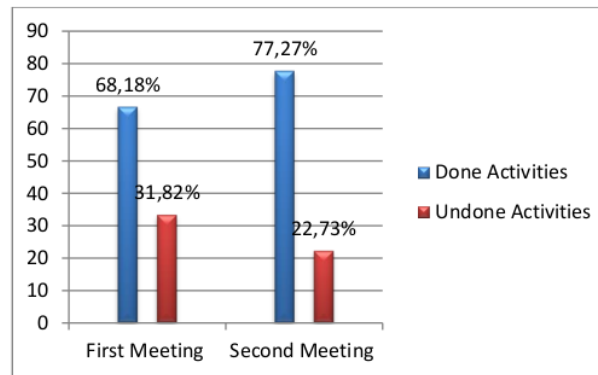


6 Graphic 1 :
Percentage of the students who had done and undone the activities in the first and second meeting of Cycle I

4 In addition, the teacher-collaborator had observed the activity of the researcher in the first and second meeting of the first cycle during application with the short animation application. The result of the research can be explained below:

- 2** (a) At the first meeting of Cycle I, the percentage of research activities conducted by the researcher was 68.18%, and the percentage of research activities not conducted by the researcher was 31.82%.
- 7** (b) In the second meeting of the 1st cycle, the proportion of research activities carried out by the researcher was 77.27% and the proportion of research activities not carried out by the researcher was 22.73%.

Clearly, the percentage of research activities received and completed can be graphically represented below:



2

Graphic 2 :

Percentage of the researcher activities that had been done and undone in the first and second meeting of Cycle I

3

However, in the second meeting, the researcher found some weaknesses that should be improved in the next session, and strengths that should be maintained in the teaching-learning process. The teaching assistant writes the deficiencies as follows:

- (a) Nine students did not pay attention to the topic taught by the researcher.
- (b) Eleven students did not discuss the topic given by the researcher.
- (c) Ten students did not complete their task in the group.
- (d) The researcher did not give students time to ask questions related to the material.
- (e) The researcher did not motivate the students.

- ⁴ (f) The researcher did not ask about the students' difficulties during the test.

Strengths that the teacher-collaborator found in the second meeting:

- (a) Twenty-two students actively conducted a short group discussion in a group.
- (b) Twenty-two attempted an exam-administered test although they missed writing the test.
- (c) Some students dared to ask the researcher how easy it is to rewrite the narrative text.

(3) Reflection

² In the second meeting of the 1st cycle, the researcher paid attention to all the activities of the students, noted the observation result, analyzed the observation result and the evaluation form. In this meeting, the researcher assessed the students' ability to write a narrative text. The result of the students' ability to write a narrative text with a group discussion of cycle I after implementation can be seen in the table on the next page:

TABLE 3
The Students' Ability in Writing Narrative Text through Group Discussion
at the Eighth Grade of SMP Negeri 2 Sirombu
in 2022/2023 of Cycle I

MCC	The Students' Value	Level	Frequency	%
65	0-39	Failing	-	0%
	40-59	Inadequate	6 Students	40.74%
	60-74	Adequate	9 Students	33.33%
	75-84	Good	4 Students	25.93%
	85-100	Excellent	-	0%
	Total			100%

The data above shows that no student (0%) received a "Fail" grade. Andquot received 6 students (40.47%); insufficient andquot; classification 9 students (33.33%) rated "adequate". 4 students (25.93%) rated "good" and none of the students (0%) received "very good". Then, after calculating the overall score of the students, the average student score was 61.82. The highest student score is 80 and the lowest student score is 40.

Based on the processing data above, it can be concluded that the students have not yet written the narrative text because the average student score has not reached what was previously available. Cost calculation. defined in the school. For the researcher to continue the research in cycle II by making some improvements as described below.

- (a) The researcher asked and advised the students to pay attention to the topic presented by the researcher.
- (b) The researcher invited the students to discuss the material given by the researcher.
- (c) The researcher encouraged the students to be bolder in presenting their own ideas based on the material.
- (d) The researcher closed the material.
- (e) The researcher asked about the students' difficulties during the test.

b. Cycle II

The implementation of the research work in cycle II consisted of two meetings. Both meetings were held at the eighth grade (VIII-1) of SMP Negeri 2 Sirombu, with a total of 19 students participating, and two meetings were attended by all students. In the study, each meeting lasted 2 x 40 minutes. The first meeting took place on Monday 07.8.2023 and the second meeting on Monday 21.8.2023. For clarity, the first and second meeting study report along with its details may be quoted below.

1) First Meeting

At the first meeting, the survey was conducted on Monday 06.12.2021. The result of the implementation could be explained through a group discussion at the first meeting of the II cycle according to the steps below.

a) Re-planning

Before conducting the study in the classroom, ⁸ the researcher reorganized the lesson plan, study material, observation sheet of students and researcher activities, field notes, student attendance list and media in advance.

b) Action

As always, the researcher continued to implement the teaching and learning in the classroom, taking into account the weaknesses of the first meeting of the 1st cycle, because ¹ the second meeting of the cycle I had a new student orientation period (MOS), so not all. . weaknesses would be overcome in the first ⁷ meeting. In the action phase, the researcher conducted a group discussion. The activity begins with entering the class and greeting the students. All students responded to the researcher's greeting. After that, the researcher checked the attendance list of the students. All the students from the first meeting of the II cycle were present in the class at that time.

The researcher then explained the definition of writing to the students and at the same time introduced the learning material "Narrative Text" for students. Afterwards, the researcher distributed educational materials to the students. Later, in a group discussion, the researcher distributed narrative texts to the students and explained how to write examples of narrative texts, especially fairy tales.

In addition, the researchers asked the students to add their favorite stories. This activity makes students understand the linguistic features of narrative texts. The researcher then finished the study material by telling the students the important points of the study material. The researcher then left the classroom and greeted the students.

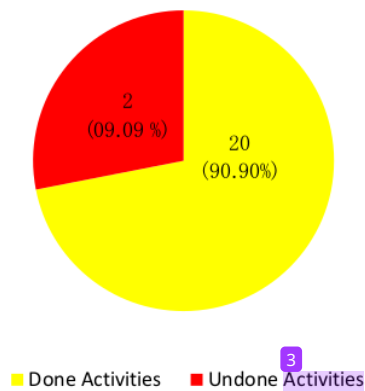
c) Observation

The observation was made by a teacher-collaborator, while the researcher carried out the activity, or the teaching and learning, in the classroom. He noted all the activities that took place in the teaching and learning.

(1) The researcher's activities

In the second meeting, based on the observations of the researcher's activity, all the activities performed and not performed in the teaching-learning process could be described as follows:

- (a) Done : 20 activities (90.90%) of 23 activities
- (b) Undone at all : 2 activity (09.09%) of 23 activities

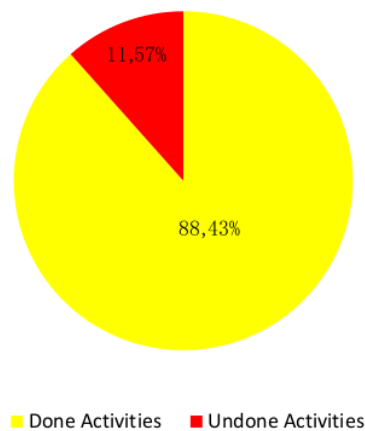


Based on the result of the above activities, the researcher's teaching level could be classified as "good".

(2) The Students' Activities

Based on the activity of monitoring the activities of the students, the activities carried out during the teaching-learning process can generally be classified as follows:

- (a) Percentage of Done activities of students : 88.43%
- (b) Percentage of Undone activities of students : 11.57%.



The reason for students' incomplete activities was that most students did not pay attention to the teaching-learning process.

Based on the percentage of students' performance, it was possible to classify students' performance to a "good" level.

Based on the result of the observation, the researcher found weaknesses in the first meeting that can be improved in the next meeting and some strengths that should be maintained in the teaching-learning process. Weaknesses were noted by the teacher-collaborator, they were:

- (a) The fourth student did not discuss the material given by the researcher.
- (b) The researcher did not check the students' ideas when they presented their ideas.
- (c) The fourth student did not understand the explanation of the study material.

Strengths that the teacher-collaborator found at the first meeting:

- (a) 15 students were active and participated in observing the teaching and learning.

- (b) Fifteen students were able to confidently hand over/present their assignments to the researcher and students can develop their ideas well
- (c) Some students felt relaxed and funny during the group discussion.

d) Reflection

³ In the first meeting of the II cycle, the researcher paid attention to all the activities of the students, noted the result of the observation and analyzed ⁸ the result of the observation. Based on the analysis of the research result, the ratio of students who completed the tasks and those who completed the research work was better than the research result of the previous meeting. However, in the next meeting there were some things that needed to be improved, as below.

- ⁷ (1) The researcher invited the students to discuss the material.
- (2) The researcher checked the students' ideas when they presented their ideas.

² 2) Second Meeting

In the second meeting, the researcher continued the activities of the first meeting. Held on Monday, August 21, 2023. According to the schedule, ² the time allocation for this meeting was 2 x 40 minutes. The research steps for this meeting are shown below.

a) Planning

Before the teaching-learning in the classroom, the researcher prepared and delivered the lesson plan, teaching material, assessment sheet, student activity and researcher activity ⁶ observation sheet, field notes and student attendance list.

b) Action

In the action phase, the researchers initiated ¹ teaching and learning in the classroom through group discussions. The activity begins with entering the class and greeting the students. All students responded to the researcher's ² greeting. The researcher then checked the attendance list of the students. All the students of the second meeting of the II cycle were present in the class at that time. In addition, the researcher reviewed and recalled previous study materials. The researcher then encouraged the students to seriously familiarize themselves with the study materials and talked about their weaknesses in learning the study materials in the previous meeting.

In addition, researchers know the topic of the study material. Then, the researcher divided the students into two groups of 5 people each. The researcher then explained the instructions on how to learn how to write a narrative text in groups using short animations. The researcher then explained

the instructions on how to learn to write narrative texts in groups. The researcher gave each group the task of writing a certain narrative text (Fable). Then, the researcher gave each group the freedom to choose the title of the narrative text based on their understanding of the story. The researchers distributed evaluation and response forms to the students. Then, the researcher explained to the students how to do the test. After the students took the test, the researcher gathered the students' answer sheets. Then the researcher finished the study material by talking about the most important points of the studied material. The researcher then left the classroom and greeted the students.

c) Observation

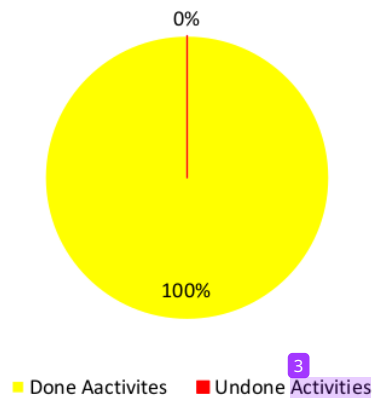
In the observation phase, the teacher-collaborator helped the researcher observe the activities of the students and the researcher during the group discussion in the classroom. The teaching assistant gave this score (√) when the researcher completed the task, and the teaching assistant also gave this score (√) when the researcher did not complete the task on the researcher observation questionnaire. In addition, the teacher-collaborator assigned a grade (√) if the students completed the task and a grade (-) if the students had not yet completed the task on the student observation form. The result of the observation of the students' activity carried out by the teacher-

collaborator in the second meeting of the II cycle can be described in more detail below:

(1) The researcher's activities

In the second meeting, based on the observations of the researcher's activity, all the activities performed and not performed in the teaching-learning process could be described as follows:

- (c) Done : 25 activities (100 %) of 25 activities
- (d) Undone : 0 activity (0 %) of 25 activities



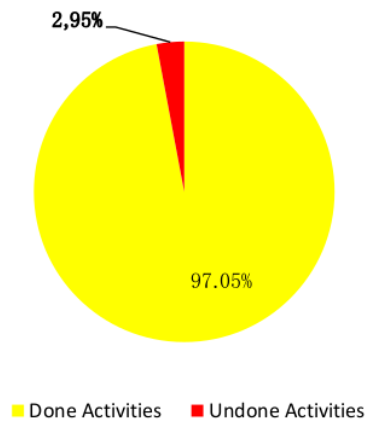
Based on the result of the above activities, the researcher's teaching level could be classified as "very good".

(2) The Students' Activities

Based on the activity of monitoring students' activities, the activities carried out during the teaching-learning process can generally be classified as follows:

- (c) Percentage of done activities of students : 97.05%

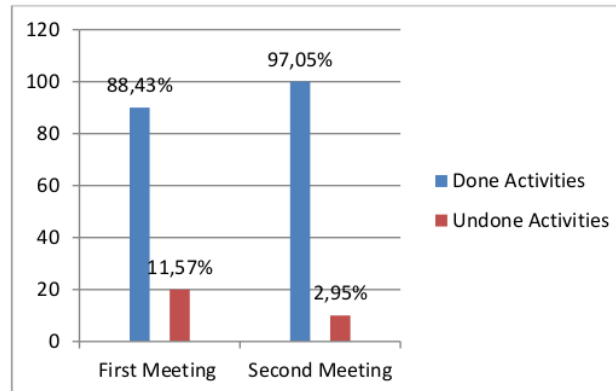
(d) Percentage of undone activities of students : 2.95%.



The reason for students' incomplete activities was that most students did not pay attention to the teaching-learning process.

Based on the percentage of the students' performance it was possible to classify the students' performance at the "very good" level.

For clarity, ⁶ the percentage of of the students who had done and undone the activities could be described into graphic on the next below:

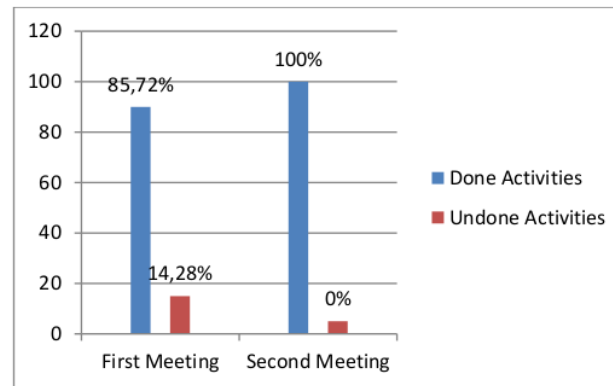


6 Graphic 3 :
Percentage of the students who had done and undone the activities in the first and second meeting of Cycle II

In addition, the teacher-collaborator had also observed the activity of the researcher in the first and second meeting of the II cycle, when a group discussion was carried out. The result of the research activity can be explained below.

- (a) At the first meeting of the II cycle, the proportion of research activities carried out by the researcher was 85.72% and the proportion of research activities not carried out by the researcher was 14.28%.
- 2 (b) In the second meeting of the II cycle, the proportion of research activities carried out by the researcher was 100% and the proportion of research activities not carried out by the researcher was 0%.

It is clear that the obtained percentage of the above completed and canceled research activities can be seen graphically on the following page:



Graphic 4 :
Percentage of the researcher activities that done and undone in the first and second meeting of Cycle II

In addition, conducting group discussions in these meetings has several advantages:

- (a) Teaching and learning is more interesting for students.
- (b) Students better understand the content of the story.
- (c) Students have sufficient knowledge and ideas about narrative texts
- (d) The student can write a narrative text with the correct general structure.
- (e) Some of them make quite short narrative texts.

During this meeting, the researcher also found several weak points in the implementation of the cooperative teacher and notes in the classroom:

- (a) Some students could not answer the researcher's questions.
- (b) Some students use the sentence grammatically.

d) Reflection

In the reflection phase, the researcher recorded, analyzed and concluded the result of the observation and evaluation questionnaire. Evaluation was done at this meeting using an essay test form.

The result of the students' narrative text writing after the introduction to the group discussion of cycle II can be seen in the table below.

TABLE 4
The Students' Ability in Writing Narrative Text through Group Discussion at the Eighth Grade of SMP Negeri 2 Sirombu in 2022/2023 of Cycle II

MCC	The Students' Value	Level	Frequency	%
65	0-39	Failing	-	0%
	40-59	Inadequate		0%
	60-74	Adequate	2	11.11%
	75-84	Good	3	25.93%
	85-100	Excellent	17	62.96%
	Total			100%

The data obtained above showed that no student (0%) received a grade of failure and insufficient. 2 students (11.11%) received the grade "Sufficient". The grade "Good" was given by 3 students (25.93%). 12 students (62.96%) were rated "excellent". Then, after calculating the overall grades of the students, the average of the grades of the students was

83.63. The highest grade of ⁶the students was 95 and the lowest grade of the students was 70.

Based on the above research material, it can be concluded that the average grade of the students reached the defined MKK. Thus, the implementation with group discussion was successful in ³the eighth grade of SMP Negeri 2 Sirombu.

⁶3. Students Who Had Done and Undone the Activities for All Cycles

⁷Based on the above information, the researcher concluded that the proportion of active students increased from the first meeting of the 1st cycle to the ¹second meeting of the 2nd cycle. In the first meeting of the first cycle, 13 students (62.19%) finished the activities and 6 students (37.81%) finished the activities. Meanwhile, at the second meeting, 15 students (71.49%) and 4 students (28.51%) resigned.

In the II cycle, 17 students (88.43%) and 2 students (11.57%) finished the activity in the first meeting. At the same time, 18 pupils (97.05%) and 1 student (2.95%) finished the activity in the second meeting.

See the table below for more information on the percentage of students who completed and withdrew during the two periods:

The table below can be used to explain the proportion of students who did and withdrew activities during the two cycles:

6 TABLE 5
The Students Who Had Done and Undone
The Activities for All Cycles

No	Cycle	Meeting	Criteria	Frequency	0%
1.	I	1st Meeting	Done	13 Students	62.19%
			Undone	6 Students	37.81%
		2nd Meeting	Done	15 Students	71.49%
			Undone	4 Students	28.51%
2.	II	1st Meeting	Done	17 Students	88.43%
			Undone	2 Students	11.57%
		2nd Meeting	Done	18 Students	97.05%
			Undone	1 Students	2.95%

4. Researcher Activities that Had Been Done and Undone for All Cycles

In the first meeting of the 1st cycle, the researcher completed 13 activities (68.18%) and the researcher did not complete 6 activities (31.82%). At the same time, in the second meeting, 15 (77.27 %) researchers were completed and 4 (22.73 %) were not completed by researchers.

7 In addition, in the first meeting of the II cycle there were 16 activities by researchers (85.72%) and 3 activities canceled by researchers (14.28%). **2** In the second meeting of cycle II, all activities are carried out by researchers.

Completed and canceled research projects during the two cycles can be seen in full in the table on ² the next page:

TABLE 6
Researcher Activities for All Cycles

No	Cycle	Meeting	Criteria	Frequency	Percentage 0%
1.	I	1 st Meeting	Done	14	68.18%
			Undone	8	31.82%
		2 nd Meeting	Done	18	77.27%
			Undone	4	22.73%
2.	II	1 st Meeting	Done	20	85.72%
			Undone	2	14.28%
		2 nd Meeting	Done	22	100%
			Undone	-	0%

2. Students' Ability in Writing Narrative Text by Using Implementation Group Discussion for All Cycles

Based on the evaluation form, the researcher explains the students' the ability to write narrative texts. In the fall, no student (0%) received a "Fail" grade. 8 students (40.47%) received a note with the classification andquot; insufficient and quot;. 6 students (33.33%) received the grade "Adequate" classification. 5 students (25.93%) received the grade "Good" andquot; rating and no student (0%) received a rating of "Very goodquot; classification Then, after calculating the overall score of ⁸ the

students, the average student score was 61.81. The highest student score is 80 and the lowest student score is 40.

Meanwhile, Students and #039; the ability to write narrative texts in the II cycle showed that no student (0%) received the grades "Failed" andquot; and "inadequate". One student (11.11%) received the grade "Sufficient". 3 students (25.93%) received the grade "Good" andquot; classification 15 students (62.96%) are classified as "Very good". level Then, after calculating the overall score of the students, the average student score was 83.63. The highest student score is 95 and the lowest student score is 70.

From the above classification of student score, the researcher concluded that students' ability to write narrative text from Cycle I to Cycle II "improved". The result of student marks obtained in two cycles can be seen clearly from the table below.

TABLE 7
The Students' Ability in Writing Narrative Text by Using Implementation
Group Discussion for All Cycles

No	Cycle	Meeting	Level	Quantity	%
1.	I	First Meeting	Failing	-	0%
			Inadequate	8 Students	40.47%
			Adequate	6 Students	33.33%
			Good	5 Students	25.93%
			Excellent	-	0%
2.	II	Second Meeting	Failing	-	0%
			Inadequate	-	0%
			Adequate	1 Students	11.11%
			Good	3 Students	25.93%
			Excellent	15 Students	62.96%

4.2 Research Findings Discussions

4.2.1 The Common Response of the Research Problem

The general problem of the study was "How does group discussion improve students' ability to write a narrative text in SMP Negeri 2 Sirombu Grade 8 2022/2023?". In order to improve the ability of students to write a narrative text in a group discussion, the researcher applied a teaching strategy to two cycles consisting of two meetings in each cycle. Before implementing the teaching-learning process in each meeting, the researcher identified improvements in the students' weaknesses. In this way, the students became more active in teaching-learning activities and the students' grades could improve.

As a common answer to the research problem, it could be argued that Group Discussion can improve students' narrative writing skills in SMP Negeri 2 Sirombu Grade 8 2022/2023 by applying it in two cycles.

a. Analysis and Interpretation of the Research Findings

After analyzing the research results, group discussion can improve students' ability to write narrative texts, especially fairy tales. The research results showed that in the first meeting of the 1st cycle, 13 students dropped out (62.96%) and 6 students dropped out (37.04%). The small percentage of students who left this meeting is due to several factors such as; Most students do not know the general structure of a narrative text, so they do not know how to write stories in the correct order. Most students still have limited

knowledge about the stories they write, students do not know how to write stories. period at ¹ the end of a sentence/paragraph.

Later, ¹ the research continued in the second meeting of cycle I of students and weaknesses before performing ¹ teaching and learning. Based on the survey results, 15 students (71.49%) finished the activity and 4 students (28.51%) dropped out. At this meeting, the researchers also evaluate the students and the ability to write narrative texts. The results obtained show that no student (0%) received a "Fail" grade. Andquot received 6 students (40.47%); insufficient andquot; classification 9 students (33.33%) received the grade "Adequate" classification. 4 students (25.93%) received the grade "Good" andquot; degree and no students (0%) were rated andquot;Very good andquot; classification Then, after calculating the overall score of the students, the average student score was 61.81. The student's highest score is 80 and the lowest is 40 points.

However, several weaknesses in the implementation of group discussion were still observed in this meeting, including: There were still students who forgot to change verbs to the past tense. However, the number of students making these mistakes is decreasing, some ² students do not understand the explanation of the study material.

From ² the research results of the 1st cycle it can be concluded that the group discussion was not successful. Therefore this study was conducted in cycle II. In the first meeting of the II cycle, 17 students (88.43%) finished the activity and 2 students stopped the

activity (11.57%). Doing a group discussion in this meeting, the researcher found several weaknesses in the teacher-collaborator and notes, namely: some students could not write short stories, especially fairy tales; Some students do not understand the explanation of the study material.

The research continued at the second meeting of the II cycle, 18 students (97.05%) finished the activity and 1 student (2.95%) stopped the activity. In this meeting, the evaluation was done in the form of an essay test. No students (0%) were rated "Failed" and "inadequate". 2 students (11.11%) received the grade "Sufficient". 3 students (25.93%) received the grade "Good" and "classification 17 students (62.96%) were rated as "very good; level Then, after calculating the overall score of the students, the average student score was 83.59. The highest student score is 95 and the lowest is 70.

Based on the research received in the second meeting of the 2nd cycle, it could be concluded that the Short Group Discussion request was successful. In other words, students' ability to write narrative text specifically for Fable will improve.

b. Research Findings versus the Latest Related Research

Before conducting research, Gusparia (2014) investigated "Improving Students' Narrative Text Writing Skills Using Group Discussions in Class Xi of the Science 2 Program at SMA N 1 Teluk Kuantan". Based on his findings, he said that using group discussion

is one of the most effective tools for teaching writing to beginners. The responses from the students were very positive about this media. While studying and learning, they look enthusiastic, calm, happy and also relaxed. He then used Classroom Action Research to collect the data. The results of his research show that short group discussion is effective in teaching narrative text, especially story writing.

Although the research method used was Classroom Action Research titled "Improving Students' Ability to write narrative texts using group discussions SMP Negeri 2 Sirombu Class VIII Class 2022/2023". The results of the study show that the writing skills of Grade VIII students in SMP Negeri 2 Sirombu improved with the introduction of Group Discussion. The average score of Gusparia's research student number 039 was 80.03. In this study, the student's average vocabulary was 61.81 in cycle I and 83.63 in cycle II. Then, when Gusparia implemented group discussion, he taught students through group learning discussions, while in his study, the researcher taught students through group learning discussions. Next, several students in this study used ungrammatical sentences when writing personal narrative texts.

c. Theories of the Research Findings

As reported by Hornbylle Nurul (2020: 40), group discussion can help students find ideas or visualize what the issue is. This is supported by Ahola (2004) that group conversation can help them

remember details about people, places and events. In addition, students can creatively express their thoughts and rewrite what they have seen in their own words, using the group discussion method.

Group discussions can help students stimulate their ideas in the process of learning English writing skills.

d. Research Findings Implication

Based on the research findings, the study provided benefits and implications that helped students improve their ability to write a narrative text. By writing a good narrative text, students can use time effectively to express an opinion, an idea, connecting it to real everyday life. Improving students' ability to write a narrative text depends on the strategy used in teaching and learning activities. This teaching strategy used in the study allows the students. When he did the study, some of the students had quite poor writing skills to begin with. This can be seen from the result of the I-cycle examination. So he carried out some activities such as creating a narrative text, giving vocabulary and grammar exercises and giving them feedback. Students have shown good progress during Cycle I and II. Therefore, the educational material taught to the students must be adapted to their daily life.

e. Analysis of Research Findings Limitation

These limitations must be explained so that the reader has the same understanding as the researcher. Limitations of the research findings include:

- 1) The students of cycle I could not write narrative texts well. The reason is that some students did not pay attention when the researcher explained the material for writing narrative texts.
- 2) Most students do not know how to correctly distinguish the use of tenses when writing a narrative text. This is because students do not know where to use the present and past tense.
- 3) lack of students vocabulary so that they cannot determine the general structure of the narrative text. This is because ³ the students did not pay enough attention when the researcher gave several examples of Fables through group discussion.
- 4) The maximum research results were not achieved, because some students could not properly follow the methods of group discussion.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

2.1 Conclusions

After analyzing the research data, the researcher came to the following conclusions:

- 1) In Cycle I, students' ability to write narrative texts, especially fables, was not satisfactory, and most of the students I couldn't pass. Express your thoughts by writing stories, especially fables. If a student scores in Cycle I, up to 4 students (25.93%) will score her 70-80 points. Nine students (33.33%) scored between 60 and 65. Six students (40.74%) scored her between 40 and 55 points. ²The percentage of students who completed Cycle I activities was 62.19%, ²and the percentage of students who canceled Cycle I activities was 37.81%. Additionally, the researchers continued to examine students' writing skills in the second cycle.
- 2) In Cycle II, students' skills in writing narrative texts, especially fables, were improved through group discussions. There were no students who fell into the "failed" and "unsatisfactory" categories. These students performed better than or equal to PKS. When students scored in Cycle II, up to 17 students achieved her 90-95 points. Three students (25.93%) scored between 80 and 85. Two students (11.11%) scored between 70 and 75. The percentage of students who completed the second cycle activities was 97.05%, and

the percentage of students who canceled the second cycle activities was 2.95%. In other words, the research problem has been solved.

- 3) Curriculum expectations are met and problems are resolved.
- 4) Research shows that the average performance of students from Cycle I to Cycle II shows an improvement in students' writing skills. In cycle I, students' average score was 61.82, while in cycle II it was 83.63. Based on the above results, the researcher concluded that the use of group discussion can improve students' ability to write narrative texts in class VIII of SMP Negeri 2 Sirombu.

2.2 Suggestions

Based on the research results, the researcher makes some recommendations which are as follows:

1. When teaching writing, the teacher must first motivate the students so that they have a high motivation to learn English together and especially the mastery of writing.
2. SMP Negeri 2 Sirombu English teacher wanted Often group discussion improves students' ability to write narrative text especially Fairy tale.
3. For further researchers, the researcher proposes that theories that have not yet been proven in research should be proven through relevant research.
4. An English teacher in SMP Negeri 2 Sirombu should be able to apply an appropriate strategy in teaching writing to students.

IMPROVING THE STUDENTS ABILITY IN WRITING NARRATIVE TEXT THROUGH GROUP DISCUSSION AT THE EIGHT GRADE OF SMP NEGERI 2 SIROMBU IN 2022/2023

ORIGINALITY REPORT

11%

SIMILARITY INDEX

11%

INTERNET SOURCES

8%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	eprints.uny.ac.id Internet Source	5%
2	jonedu.org Internet Source	2%
3	ummaspul.e-journal.id Internet Source	1%
4	Agusman Hulu, Adieli Laoli, Afore Tahir Harefa, Elwin Piarawan Zebua. "IMPROVING THE STUDENTS' READING FLUENCY OF RECOUNT TEXT THROUGH MULTIMEDIA RUNNING TEXT AT THE TENTH GRADE OF SMA NEGERI 1 GUNUNGSITOLI IN 2022/2023", Academy of Education Journal, 2023 Publication	1%
5	repository.uin-suska.ac.id Internet Source	1%

6

Ainun Rahmin Zega, Hidayati Daeli, Hasrat S. Harefa, Kristof Martin E. Telaumbanua. "Improving Students' Writing Ability of Descriptive Text Through Running Dictation Technique at The Eighth Grade of UPTD SMP Negeri 4 Gunungsitoli in 2022/2023", Journal on Education, 2023

Publication

1 %

7

Syukur Maewi Hulu. "Increasing the Students' Ability in Mastering Vocabulary Through Guessing Game at XI-MIPA 1 of SMA Negeri 3 Gunungsitoli in 2021/2022", Journal on Education, 2022

Publication

1 %

8

repository.metrouniv.ac.id

Internet Source

1 %

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On