

**THE EFFECT OF USING GROUP GRID TECHNIQUE TO IMPROVE
STUDENTS' WRITING SKILLS ON
RECOUNT TEXTS**
(A Pre-Experimental Research)



A THESIS

*Submitted To The Faculty Of Teacher Training And Education Makassar
University In Part Fulfillment Of The Requirement For Degree
Of Education In English Department*

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2023



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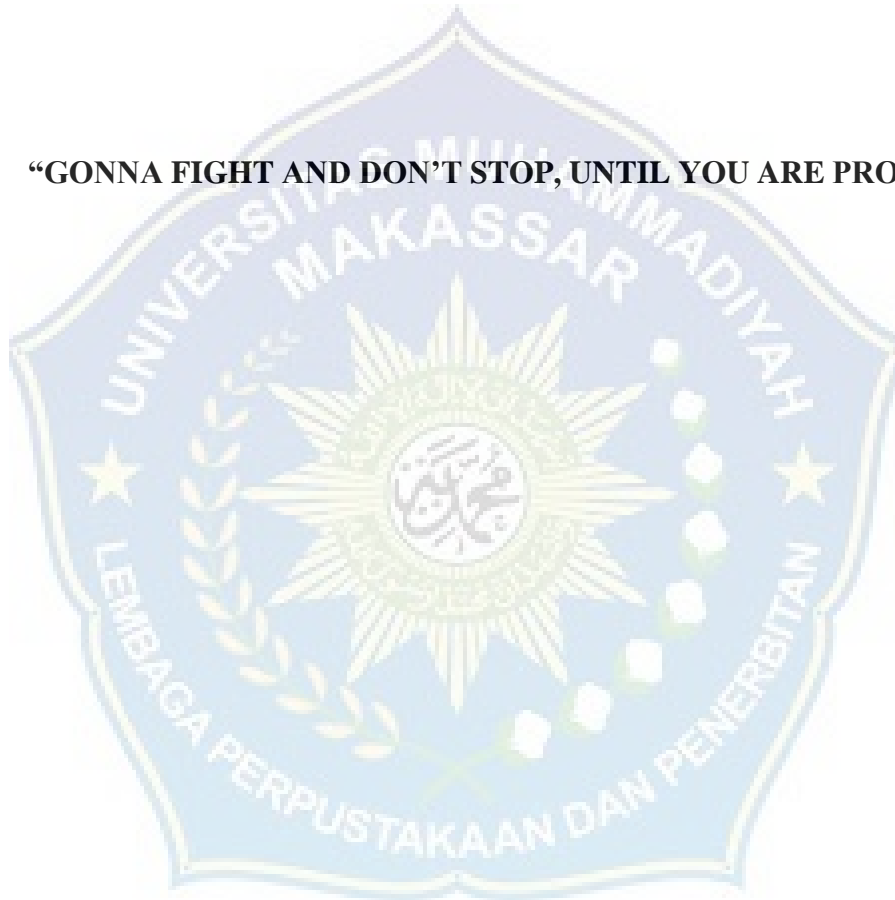
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MOTTO

Sungguh Ada Banyak Hal Di Dunia Ini Yang Bisa Jadi Kita Susah Payah Menggapainya,Memaksa Ingin Meilikinya,Ternyata Kuncinya Dekat Sekali: Cukup Dilepaskan,Maka Dia Akan Datang Sendiri,Ada Banyak Masalah Di Dunia Ini Yang Bisa Jadi Kita Mati-Matian Menyelesaikannya,Susah Sekali Jalan Keluarnya,Ternyata Cukup Diselesaikan Dengan Ketulusan,Dan Jalan Keluar Atas Masalah Itu Hadir Seketika.

(Tere Liye)

“GONNA FIGHT AND DON’T STOP, UNTIL YOU ARE PROUD”



ABSTRACT

Riska Amalia, 2023. *The Effect Of Using Group Grid Technique to Improve Students' Writing Skills On Writing Recount Texts.* A thesis of English Education Department the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Erwin Akib and Ardiana.

This research aimed to find out whether the use of the Group Grid Technique can improve the students' Writing Skills on Writing Recount Text in terms of Content and Organization. The method of this research was pre-experimental research and applied Group Grid Technique as the learning model to taught Writing skill. The study had been done for six meeting for post-test. The population was the ninth grade students of SMPN 1 Marioriwawo in academic year 2022/2023. Total number of population was 130 Students and consist of 10 students' was taken as sample.

The writer analyzed the data by using t-test. The result showed that there were significance difference on the students' Writing skill on writing recount texts in terms of Content and Organization taught with Group Grid Technique. The students' mean score of Content was 71.8 in pre-test to be 77.6 in post-test and Organization with mean pre-test 68 and post-test 78. The researcher concluded that teaching Writing by using The Group Grid Technique to Improve Students Writing Skills on Writing Recount Texts in terms Content and Organization at ninth grade of SMPN 1 Marioriwawo.

Keywords: *Group Grid Technique, Writing skills, Recount Texts*

ABSTRAK

Riska Amalia, 2023. *Meningkatkan Keterampilan Menulis siswa dalam menulis teks recount Melalui Teknik Pembelajaran Group Grid Di Smpn 1 Marioriwawo.* Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing Oleh Erwin Akib dan Ardiana.

Penelitian Ini bertujuan untuk mengetahui apakah penggunaan model pembelajaran Group Grid dapat meningkatkan Keterampilan Menulis Siswa dalam Menulis Teks Recount ditinjau dari Isi dan Konten. Metode penelitian ini adalah penelitian pra-eksperimen dan menerapkan model pembelajaran Group Grid sebagai model pembelajaran untuk mengajarkan keterampilan menulis. Penelitian dilakukan selama Enam kali pertemuan yang dirancang; pertemuan pertama untuk Pre-test, 4 pertemuan untuk Treatment, dan pertemuan terakhir untuk Post-test. Populasinya adalah siswa kelas 9.3 SMPN 1 Marioriwawo tahun ajaran 2022/2023. Jumlah populasi sebanyak 130 siswa dan yang terdiri dari 10 siswa diambil sebagai sampel.

Penulis menganalisis data dengan menggunakan uji-t. Hasil penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan pada keterampilan menulis siswa dalam Isi dan Organisasi yang diajarkan dengan model pembelajaran Group Grid. Nilai rata-rata Isi siswa adalah 71.8 pada Pre-test menjadi 77.6 pada Post-test dan pengorganisasian dengan rata-rata Pre-test 68 dan Post-test 78. Peneliti menyimpulkan bahwa pengajaran menulis siswa dengan menggunakan Model Pembelajaran Group Grid meningkatkan Keterampilan Menulis Siswa dalam Menulis Teks Recount dalam hal Isi dan Organisasi di kelas 9 SMPN 1 Marioriwawo.

Kata Kunci: *Teknik Group grid, keterampilan menulis, Teks Recount*

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The researcher realize the valuable assistance and helpful suggestions provided by many individuals in completing this thesis. The researcher would never be able to completing this thesis without the support, assistance, encouragement, and help from many individuals. Therefore, the researcher would like to express her sincere gratitude to all of them:

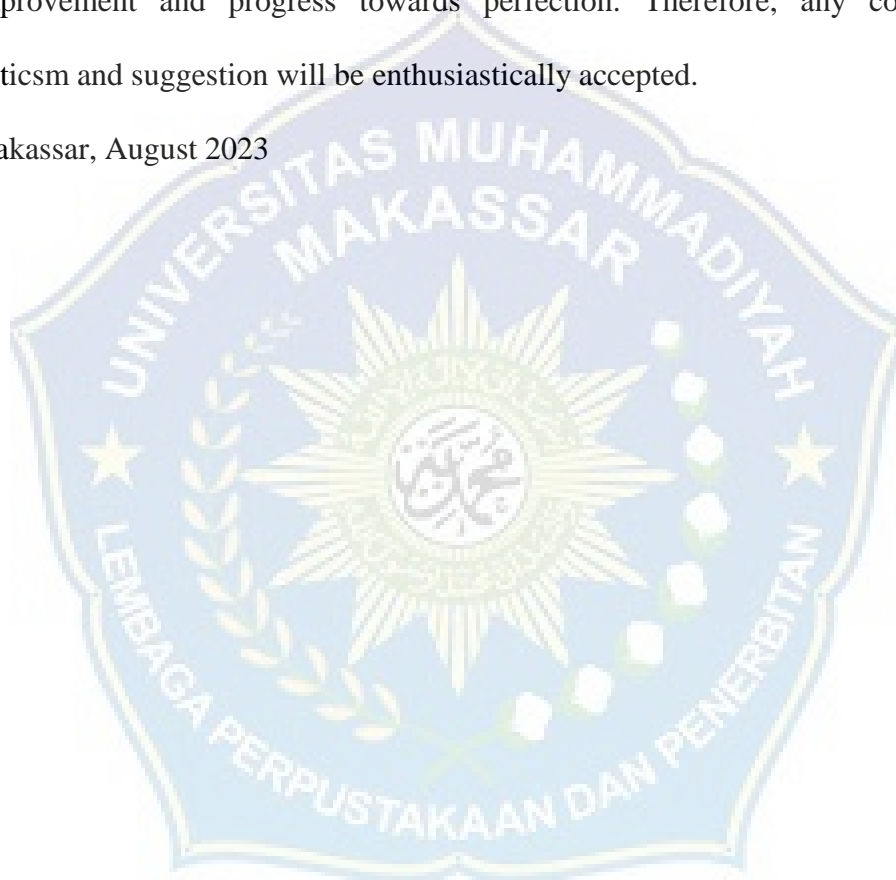
1. **Prof.Dr.H. Ambo Asse, M.Ag**, the Rector of Muhammadiyah University of Makassar.
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Finally, this thesis is expected to provide valuable knowledge and information for the readers. The researcher recognize there is still room for improvement and progress towards perfection. Therefore, any constructive criticism and suggestion will be enthusiastically accepted.

Makassar, August 2023

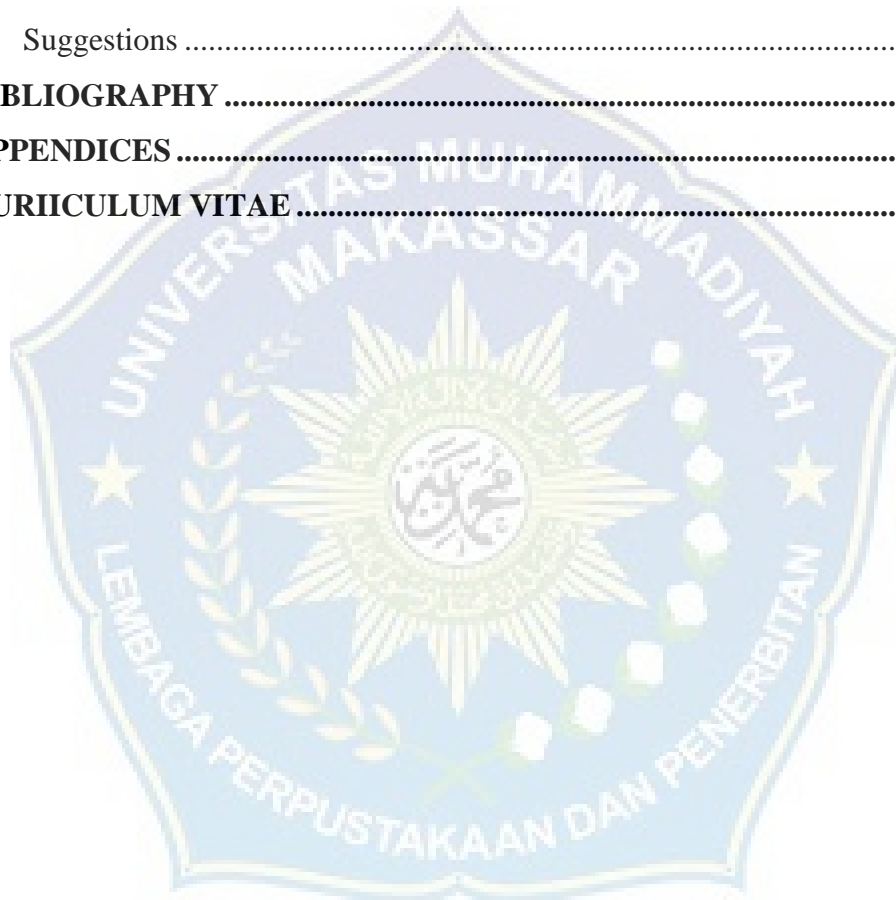


Writer

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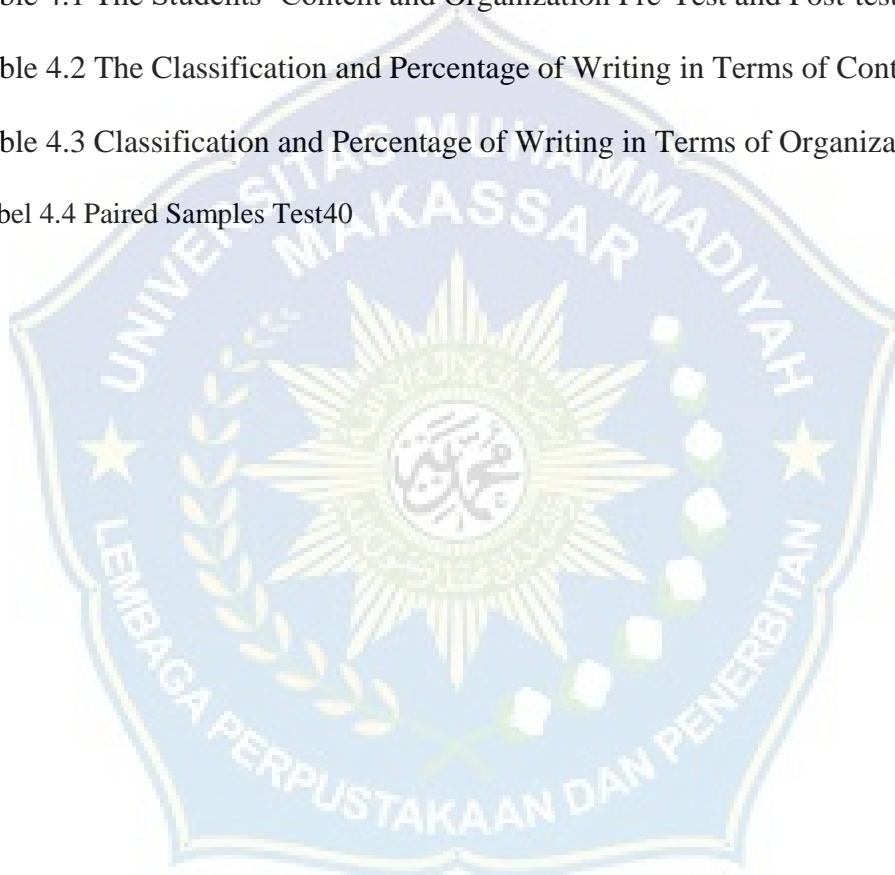
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CHAPTER I

INTRODUCTION

A. Background

English is a universal language that plays a significant part in international communication. English is a language that many people aspire to master in order to be able to compete in the globalization era. English instruction is crucial in this situation. One of the disciplines that must be taught from junior high school through university is English. Students will learn four language skills in the English course, including speaking, reading, and writing.

After mastering the first three talents, writing is regarded as the final skill to learn. It is crucial to teach writing skills because they are necessary for both academic and everyday communication. As a result, they continue to learn how to write. Students can generally develop their ideas well after reading, these ideas will come and they can put them in writing when they are about to write.

Nawira (2018) stated that Writing is a language skills. used to communicate indirectly, not face to face with other people, but through written media. Choosing a topic for writing is not as precise as choosing a reader, especially for an article with a specific goal. Through our writing can convey the contents of thoughts and feelings, both imaginary and real according to conditions. In this situation, we can write something based on our amusing, odd, exciting, embarrassing, or even painful experiences.

In addition, students usually experience difficulties such as unclear writing content, inappropriate choice of words, and lack of writing variations of words

and sentences. (Sartika and Rachmanita 2017).

Recount text is a sort of text that tries to recount or document prior experiences or incidents. Recount texts are typically written in the form of narratives or stories that are organized chronologically, beginning at the beginning of the event or experience and ending at the end. Recount text is a type of writing that students should master because it is frequently used in both academic and personal contexts. However, many students struggle to write compelling and well-organized recount texts. Za'in (2017) stated that the majority of students struggle with the following five areas of writing about prior experiences or events: content, organization, vocabulary, language, and mechanics. According to the preceding statement, researchers therefore employ a variety of learning techniques to aid in the solution of this problem. The group grid technique is a good one.

The group grid technique is a collaborative writing style that involves splitting a writing work into smaller portions or grids, with each group member accountable for finishing a specific element of the task. By working together, students can pool their knowledge and talents to generate more comprehensive and sophisticated writing. "The use of group grids as a technique to help students sort and remember information," claims Barkley (2012). This means that using the group grid technique can encourage students to discover knowledge as they study.

Based on preliminary data obtained by researchers found a similar problem at SMPN 1 Marioriwawo, namely in class 9.3, where children were less able to write properly and correctly. The children looked confused about what

they wanted to write, and they also could not determine the content and organization well in writing. Therefore, to help overcome this problem, instructors use various teaching techniques. A fun technique is the group grid technique. In this systematic review, the term group grid technique refers to group writing exercises, where students can sort, remember information, and can stimulate students to find information ideas as their knowledge in learning, while the advantages of using students can learn to consult, respect opinions, develop critical and rational way of thinking, can foster a sense of cooperation, and the existence of healthy competition.

B. Problem Statement

Based on the limitation of the problem mentioned above, the research question was formulated as follow:

“Is the use of Group Grid Technique effective to improve students’ writing skill on recount text?”

C. Objective of the Research

Based on the research question above, the objective of this study was to find out the Group Grid Technique improve students’ writing skills on writing recount texts .

D. Significance of the Research

The results of this study are expected to provide theoretical and practical benefits as follows:

1. Theoretically

The result of this study are expected to contribute to the world of

education. The contribution is in the form of information and thought related to the use of the Group Grid Technique in improving students' recount texts in writing skill. By exploring the effectiveness of these writing strategies, researchers can provide valuable insights into teaching and learning practice that can help improve education system around the world.

2. Practically

a. Teacher

- 1) Teachers can help students improve their writing skills, especially in the area of recount text by using new techniques that can lead to better academic performance.
- 2) The teacher can make this technique a fun and effective and students can write and correctly.

b. Students

It can improve students' recount text, especially in writing Skill and students can enjoy the learning process in class.

c. Researcher

The researcher wants to help students find easier ways to improve students' recount text, especially in writing skills.

E. Scope of the Research

This research focused on students achievement in writing recount texts in terms of organization and content using the group grid technique.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The researcher Prasetyanti and Hotimah (2011) concluded that Writing ability is a very difficult ability for junior high school students. They struggle to put their thoughts on paper because they are uncomfortable writing English sentences. As a result, the researcher taught the students how to develop their ideas in English writing by using the group grid technique and photo media. They came to the conclusion that the study sought to hone students' writing abilities in recount texts by utilizing photo media and the group grid technique. According to the study's findings, group grid instruction is particularly successful in helping students learn how to write recount texts.

Asriani, et al. (2022) found that the research's findings support the hypothesis. According to their test criteria, eighth grade students at SMPN 6 Malingping Lebak Banten showed a significant improvement in their ability to write recount texts when exposed to serial images.

Utami (2012) figured that there was a large disparity in the writing proficiency of the pupils. Students now have greater motivation to learn. They have motivation to write. When they collaborate in groups, they are also able to build wholesome relationships. This is evidenced in the results of the data obtained from observations during implementation actions, interview transcripts, and student assignments. The data is presented in qualitative and quantitative data. Qualitative data are in the form of field notes and interview

transcripts. While quantitative data obtained by assessing students' writing skills through pretest and posttest. The results of this study indicate that the use of collaborative writing is an effective way to improve students' writing ability. Working cooperatively in groups.

Lestyanawati (2021) concluded that students sometimes occasionally struggle with writing. Lack of supporting data regarding the origin of writing ideas causes students' writing difficulties. Learning media is one of the strategies to tackle challenges, especially in writing. This project attempts to enhance students' writing abilities in recount texts by using movies, particularly characters, as a medium. Based on the data analysis, the researcher stated that the technique of employing films can be adopted since it allows students to solve their challenges in producing recount text. Media allows students to be actively involved in the learning process and increase their ability to write because it provides them ideas to rewrite.

Silvia Urunami's (2017) found that examination of quantitative data, the experimental group's average score increased from 69.15 to 79.34 as a result of the study's findings. The test reveals that has a larger value (2.844) than table (1.998). Therefore, it may be inferred from the outcomes that the working hypothesis is accepted. This indicates that there is a notable distinction between students who used group grid approaches and round tables to teach and those who used group work discussions to teach. In addition, the examination of the survey data reveals that 59.37% of students concur that

using these strategies has improved their writing by 31.25%, with some even strongly concurring. The group grid and round table strategies are therefore helpful in instructing creating descriptive language, according to the investigation.

Based on the previous study, the researcher indicated that this study was similar to the previous research in terms of improving students' writing recount text skills. The difference between this research and previous studies is that previous studies used different techniques, while this research will focus on students' Recount texts in Writing Skills and will apply the GroupGrid technique to different samples.

B. Some Pertinent Ideas

1. The Concept of Writing skill

a. Definition of Writing

Writing is One of the fundamental abilities utilized and taught in education students. In this situation, it can be used as a tool for learning and for convincing people to express their ideas in writing. (Graham, et al 2013).

In modern society, writing is a crucial component of basic skills and the support of education. Students that take writing classes will master the skills of good writing, idea articulation, and writing with others to share their ideas and views. Writing is sometimes thought of as having no defined time restriction, unlike discussion. Hence Hossain (2015) stated that Therefore, practicing grammar, sentence structure, and vocabulary in writing is a useful technique to develop good writing.

When teaching writing, the writing process is crucial. Children will learn to

write in a variety of nice and accurate steps thanks to the teacher's diverse methods at the time. Azrial (2013) stated that there are various writing processes when students are in class and learning. Since the teacher will instruct pupils on how to write about topics connected to the learning process, the teacher's position in this situation is crucial.

Writing is a process and result which is a difficult and complicated skill. Writing activity is a creative activity in which the process of transferring ideas becomes symbols of writing (Kurniaman et al. 2017/2018).

Writing is a creative activity that influences knowledge and thinking across a range of subjects. Klein and Boscolo (2016). A good writer will be helpful in many different professions. Not just for studying Indonesian, but also for taking part in other educational activities.

About something that occurred during the learning process. Rini (2015) stated that students will learn to create effective essays through writing. An argument backed up by data relevant to that writing. English writing is a talent that takes practice for students to perfect.

Based on the understanding above, it can be said that writing is a process producing language to express ideas or opinions onto paper or computer screens, in progressive activities to convey meaning, it is an important skill to learn and must be mastered by students.

b. Components of Writing

Jacob et al (1981: 31) point out five significant components in writing; they are content, organization, vocabulary, language usage, and mechanics.

1. Content

There are at least four things that can be measured in connecting with content, the composition should contain one central purpose only, should have unity, should have coherence, completeness and continuity, and should be adequately developed.

2. Organization

The purpose of organizing material in writing involves coherence, order of importance, general to specific, specific to general, chronological, order and spatial order of pattern. When writing, the learner should arrange their writing chronologically. They should present their ideas based on the order of which happened from the beginning to the end.

3. Vocabulary

The effective use of words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one in writing. To express ideas we always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

4. Language Use

Language use in writing description and other form of writing involves correct languages and point of grammar. An adequate grammar should be one that is capable of producing writing. We should not be able to do anything more than utter separate items of language for separate function. And also grammar can help students improve the use of formal language.

5. Mechanics

There are at least two main parts of mechanics in writing namely punctuation and capitalization. Punctuation is important as the way to clarify meaning. In English writing capital letters have two principals, first they are used to distinguish between particulars and things. Second, it is used as first word in quotations, a formal statement and proper adjectives.

c. Characteristics of Writing

There are several characteristics of good writing. Boardman (2002) in Nathanael (2014) stated that there are three characteristics of good writing, namely:

1) Coherence

A paragraph has coherence and is structured with the reader's understanding of the author's thoughts in mind. A principle is used to group all supporting statements. The ordering rules are based on the type of paragraphs you wrote. Coherence entails adherence to a group.

2) Cohesion

Cohesion is another quality of a strong paragraph. When a paragraph is cohesive, all of the sentences that support the topic sentence are related to one another.

3) Unity

The last feature of a good paragraph is unity. All supporters the sentence must be related to the topic sentence.

It is clear from the aforementioned justifications that writing involves

numerous intricate steps and actions in order to create written forms. The author employs spelling, sentence structure, punctuation, and terminology to describe ideas, thoughts, opinions, and feelings so that those who are reading our writing will comprehend it.

Writing is one of the four language skills reading, listening, speaking, and writing is a useful talent. Writing focuses more on how to create language than how to consume it. Consequently, there are numerous procedures involved in writing.

Writing requires several thought processes. This indicates that in order to compose a strong tale or text, pupils must collect ideas. Spratt et al. (2005) stated that writing goes through a number of stages, including brainstorming, taking notes, planning, drafting, editing, and further drafting. Students who are writing might use these stages to their advantage. Additionally, Brown (2001) stated that "The character of the writing process is one key subject in educational research on writing.

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Hidayati and Widiati (2019) Concluded that writing is very different from reading. Writing has special requirements and carries heavy

responsibilities, such as moral responsibility, because of the level of difficulty. While reading is not so difficult, even everyone can read easily, but otherwise it is difficult to write.

It can be said that reading skills are easier than writing skills because reading is receptive skills whereas writing is a productive skill.

d. Procedure of Writing

Bazir (2016) Concluded that writing procedures call for ideas, thoughts, vocabulary, syntax, and punctuation. To put it another way, writing is a technique to express ideas using words, sentence structure, mechanics, and punctuation such that the reader can understand the rules and they have meaning.

e. Importance of Writing

Writing is very important. It is crucial to write. Excellent point made on the significance of writing, especially in English. Writing is crucial to many people in industries including education, business, government, and science, Pillai (2000) stated that Writing is important in the corporate world, for instance, for memoranda, application letters, and appointment letters. One of the four abilities that students in junior high school, senior high school, and university must master is writing in English. Additionally, pupils who enjoy traveling internationally should be able to write letters in English. Due to this condition, they are required to learn how to combine letters to form words, then words to form coherent sentences and paragraphs. By doing so, students can improve their English writing skills. That's why everyone should be able to write in English.

f. Writing Process

Harmer (2004) says that the writing process has four main elements; planning, drafting, editing (reflecting and revising), and the final version. Meanwhile et al. (2007) stated that "Writing is an action that is not an act of one step, because writing is a continuous creative action." In their opinion, there are four steps in the process write namely:

1) Prewriting

In the first step, you choose a topic and gather ideas to explain that topic.

2) Organizing

The next step, you compile ideas into a simple framework.

3) Writing

Write a rough draft, using your outline as a guide, free of charge concern about grammar, spelling, or punctuation. Just get your ideas down on paper.

4) Polishing: Revising and Editing

Polishing works best when you do it in two steps. First, strike major issues of content and organization (revision). Then work on the smaller ones grammar, punctuation, and mechanics (editing) problems.

Based on this explanation, it can be concluded that writing has three main points process. Among them are prewriting, writing, and rewriting. The prewriting stage helps writers to gather information and generate ideas. The writer wrote everything without thinking about grammar, punctuation, or spelling. Then at the drafting stage, the writer starts writing by pouring these ideas into

paragraphs. Lastly, writer read what he has written to see if any words or phrases are not according to the contents.

g. Teaching Writing

Brown (2001) says that the role of the teacher must be a facilitator and coach, not the director. As a facilitator, the teacher helps students to engage with composition. To respect students' opinions, teachers should not impose their opinions with his own thoughts on student composition. Here is a process approach or writing instructions according to Shih (1986) in Brown (2001):

- 1) Focus on the writing process that leads to the final writing process;
- 2) Help students to understand about their own abilities;
- 3) Helping students to follow the stages of prewriting, drafting, and rewriting;
- 4) Give students time to write and rewrite;
- 5) Placing a central importance on the revision process;
- 6) Let students find what they want to say when they write;
- 7) Give students feedback as they write the text (not only in the final products) because they want to express their ideas;
- 8) Encouraging or providing feedback from instructors and peers;
- 9) Include individual conferences between teachers and students during composition process.

This statement is in line with Harmer (2004) stated that where teachers have an important task to do when helping students to become better writers. Task that must be done by the teacher before, during, and after students write are as follows:

- 1) Demonstrating

The instructor needs to be able to discuss the text in detail. Students must be taught to understand how a text is organized and how it is written.

2) Motivating and provoking

Teachers help students to get ideas when students are stuck write. The teacher should prepare funny and interesting ways in the teaching and learning process so as to involve students in it as a writing assignment.

3) Support

Students need lots of help and reassurance when they write, both with ideas and how to implement them. Teachers need to accompany students when they write in class, always be there for them, and be prepared for that help students overcome difficulties.

4) Respond

To respond to student writing, the teacher can provide comments or improvement suggestions. It's best to respond to what they have to say rather than filling their work with correction symbols.

5) Evaluate

The teacher shows where students are doing well and where they are making mistakes and of course reward those who do a good job. Teacher must highlight student mistakes and try to correct them before being handed back manuscripts that have been tagged to students.

h. Principles of Teaching Writing

Writing is the creation of text, which involves numerous steps. The teacher's job is crucial in helping students through the planning, drafting, and

editing stages of writing so they may produce quality written texts.

There are several principles in designing such writing techniques incorporate the practice of "good" writers, balance process and product, takes into account literary background, connects readings and writing, providing lots of authentic writing, framing the writing process, providing interactive techniques and evaluate student writing. Brown (2001).

1) Incorporate "good" author practices.

Students must take into account a variety of factors to develop as "good" writers, just as effective writers do. The "good" writers pay attention to writing with a goal, plan their writing ahead of time, easily generate ideas, adhere to standard text structure, take grammar into consideration, and update their work as often as necessary.

2) Balance process and product

Before a good writing piece can be produced, multiple drafts must be worked through. Here, the teacher must instruct pupils on how to practice and complete a number of writing stages so that they may see what will make their final writing worthwhile.

3) Describe the cultural or literary background

The teacher must give the students literary topics that are pertinent to writing instruction. The teacher must explain or compare the students' cultural backgrounds to help pupils understand the issue if they are unfamiliar with it due to some of the apparent disparities between their original traditions.

4) Connect reading and writing

Reading is a crucial ability for pupils to have in order to write. Students can learn valuable knowledge about how to write and potential subject matter for their writing by reading a variety of types of pertinent books.

5) Provide lots of authentic writing

Writing that is authentic indicates that the reader's students can clearly understand its goal, that the intended audience has been identified, and that some attempt has been made to transmit its meaning. A method to add authenticity is to read and share writing. You can view examples of authentic writing by publishing class news letters, creating advertising, or creating dramatic presentations.

6) Frame the writing process

Teachers need to help students understand the importance of prewriting, drafting, and revision. The pre-writing phase fosters the production of ideas through skimming or scanning portions, brainstorming, making lists, grouping ideas, talking about a topic, and freewriting. The primary writing activities are the stages of preparation and revision. Prepare by researching concepts and organizing them into paragraphs. After drafting, students can edit each other's work or receive teacher criticism to improve it. For the best work, all talented authors go through a number of revision processes.

7) Provide interactive techniques

Writing instruction for students can be effectively accomplished

through interactive learning. Students can produce ideas, share ideas, and peer-edit within the learning community. They may benefit when writing texts.

8) Evaluating student writing

Error handling might start during the drafting and revision stages since writing requires substantial forethought. After the final project is turned in, the teacher must correct any errors made by the students by commenting on the work as a whole (in terms of clarity and general structural organization), commenting on paragraphs, commenting on features that seem unrelated to the topic, commenting on main ideas, and highlighting any grammatical errors.

i. Writing purpose

The purpose of writing is to ensure that readers comprehend proper language and punctuation. Students' analytical abilities, capacity for critical thought, and capacity for genuine and precise differentiation can all be enhanced through writing. Writing skills can aid pupils in performing well academically while they are studying. Zhang(2013). In order to generate quality and accurate writing, students should use both as a learning tool and as instruments to express and convey their ideas about their experiences and advance their knowledge in many academic fields. (Coffin et al 2005).

Writing is a productive activity that produces work, so that people whose seeing it in writing could also benefit from it. Successful people don't plan to write from the beginning. Instead, they think more about their feelings. When

someone wants to write something, they have a goal to write. Each author has his own purposes and they adapt to the written text.

In addition Setiawan Djuharie (2009) stated that writing has four general purpose, namely as follows; The first purpose of writing is to inform, induce, disclose, or confirm.

1) First

Write to inform readers with the aim of educating readers about what themes are needed. meaning the author shares interesting knowledge with knowledge so that readers become more aware of and can benefit from writing.

2) Second

The purpose of writing is to persuade, that is, the writer wants to persuade or convey to the reader in order to accept the author's ideas.

3) Third

Writing is done for expressive purposes, which means that the author either feels these things or expresses them in their writing. The last one is certain to be written, and the author can persuade the reader of his point of view by explaining concepts to them. When writers' thoughts are well-structured, their writing can be enjoyable to read. They write to enlighten, convince, reveal, and assert whether they are writing love letters or academic papers. Aside from that general goal, writing also serves a specific objective, and that objective is to enlighten the reader about the editorial. This guiding principle has a purpose. If writing helps pupils be more active and creative, then ideally they can also get better at writing. It is challenging to practice this

skill, though.(Indriyanti and Prasetyo 2018).

In addition, some students do not understand all the information they have read. In this case, they must master educate English vocabulary.

j. Teaching Writing in Junior High School

Writing instruction for junior high school pupils is one of the crucial tasks that must be accomplished successfully. English must be taught to junior high school pupils because it is a required subject. Junior high school English classes are designed to help pupils develop a functional level of communication so they can solve difficulties in their daily lives both orally and in writing. One goal of junior high school English instruction is for pupils to be able to comprehend and write brief functional texts and brief essays in the forms of instructions, descriptions, narratives, and recounts Ministry of National Education (2006). These three genres are taught in the second year of junior high school. Especially for recount text, that is included in the competency standards for writing skills, both the first and second in the second semester. That is, recount text has a greater attention weight that is taught in secondary schools.

2. The Concept of Recount Text

a. Definition of Recount text

Harris et al. (2014) stated that Recount texts are texts that make reference to texts that describe prior experiences. Hyland, who was mentioned in Azhar (2015), recounts typically try to amuse the reader by outlining the sequence of events that develops the relationship between the writer/reader and the speaker/listener. Recounting is a social genre that involves narrating stories about

occurrences with the goal of educating or amusing the listener. Recount texts are written in the past tense. Recounting past events in their original sequence is intended to recreate past experiences for social purposes. In order to enlighten or amuse the reader, recount texts are texts that detail past occurrences in chronological sequence, such as diaries.

Anderson in Husna (2019) stated that Recount text is a section of a text that recounts prior events, typically in the chronological order they happened. Textual recourse is a category of writing that informs the reader of historical events, usually in the chronological order in which they occurred. The objective is to inform the audience of what occurred and when it did so. This suggests that the reader will be told about historical occurrences in this paragraph. A recount is a text that recounts past events. Its goal is to help the audience understand what happened and when it happened.

b. Type of Recount Text

Derewanka explained that there are five types of recount text, namely:

1) Personal recalculation

is to recount experiences that researchers had firsthand, using things like personal letters, diaries, journal entries, anecdotes, and postcards. In order to enlighten and delight the reader, recount texts are typically written in the first person (I and We).

2) Factual calculation

Pertaining to recalling details of events. This subject can include routine activities like accidents, as well as formal research, science, news

video, and police records. The reader should be given a thorough image of an event, experience, or accomplishment by using exact, factual, and descriptive language.

3) Imaginative or literary recount

Namely entertaining the reader by recreating imaginary world events as if they were real like fiction.

4) Procedural recalculation

Record the steps taken in completing a task or procedures. Example: include a required action flowchart to make bread and steps to solve math problems.

5) Recount biographies

Namely telling about someone's life using a third person narrator (He, She, and They). In this case, from autobiographical, first-person (I, We) narration is used.

Therefore, the researcher intends to limit these types for use in this study to facilitate further research.

c. Recount Text Structure

There are some Generic Structure of Recount Text as follows:

- 1) Orientation : tells who was involved, what happened, where the events took place, and when it happened.
- 2) Events : tell what happened in chronological sequence.
- 3) Re-orientation : consists of optional-closure of events / ending.

This is the point when the writer tries to make a piece of recount text.

Anderson (1997) stated that a recount text has three main parts:

1) Orientation.

It provides background information about who, what, where, and when.

2) A series of paragraphs

It consists of paragraphs that retell events in the order in which they werehas occurred.

3) Conclusion (optional)

This is a paragraph containing personal comments. In conclusion, recount text tells the reader what happened in the past. It begins with an orientation that tells the reader who is involved, what happened, where it happened and when it happened. Then, in order events are described in some sort of order e.g. time. Finally, perhaps a reorientation at the end that summarizes the event.

d. Purpose of Recount Text

Recounting past experiences in chronological order allows one to catalog and characterize past encounters. In recounts, events are recounted with the intention of either educating or entertaining the reader (or both).

Simply said, the goal of a recount text is to relate experiences from the past.

e. Language Features of Recount Text

There are some Language Features of Recount Text as follows:

1) Using the simple past tense, past continuous tense, past perfect tense, and

past perfect continuous tense.

- 2) Using temporal sequence, e.g. On Saturday. On Monday, On Sunday.
- 3) Focus on specific participant, e.g. I (the writer).
- 4) Using the conjunctions, such as: then, before, after, etc.
- 5) Using action verb, e.g. went, stayed.

f. How to Teach Recount Text

Teaching recounting to junior high school students is not much different from teaching writing to students in general. The selected topic can be based on student activity because the recount text tells about certain events that are emphasized order. Through collaborative writing, teaching recount text can be easier because it provides several steps which are the process of writing and writing wheels activities based on the nature of collaborative writing techniques.

The first stage is the planning stage. It was spent on generating some initial ideas, reading, and clarifying instructions. In the planning stage, students describe the theme of the recount text they are planning to write to their partner. Couples who listen intently, probe with a series of questions and expounding the ideas of his friends. It helps students to finalize their ideas because their partner provides material that is useful to them. (Storch 2005).

Besides, students encouraged to think in terms of positive collaboration between partners, that is means that they don't think competitively and individually but rather cooperative in groups. The students are also autonomous or even independent in choosing what to write (topic) and how to write it. They apply imaginative ideas to create their compositions based on

the familiar experience and setting. This helps them to have clear goals for their independence writing in the next phase.

Second, in the drafting phase, students work together to write their first piece of writing text paragraphs. They wrote each composition to ensure that both had a clear start on their composition. Then, they wrote down their ideas individually. He giving them responsibility in improving their writing skills. when they elaborate their ideas through writing. This phase is also stimulating development of students' grammar components when they write them essay in the form of recount text. Third, at the editing stage, students have completed their writing and revise the composition by making corrections to capitalization, punctuation, spelling, use of language, and other aspects of writing. They can also give suggestions for revisions and ensuring that each composition is free from errors. this phase make a good contribution to students' writing products due to feedback given atthis stage is very useful. They immediately noticed the error that was found on their composition and can help them to generate a positive attitude towards them writing process. In addition, they are able to assess their own progress in achieving writing goals and evaluate the effectiveness of their own written product.

Therefore, they can do self-improvement for better writing skills. Finally, on the final draft, students rewrite their writing with attention take into account any corrections given by their peers. In this final phase, students too bearing in mind the thought that writing text is determined by the process and not solely about the final product they have written. Therefore, based on a combination

of the nature of the writing process and collaborative writing, it is expected that students' writing skills on recount text can be improved effectively.

3. The concept of Group grid

a. Definition of Group grid

The graphic manager finds patterns and relationships "Graphic organizers are powerful tools for turning complex information into meaningful and displays. They can provide a framework for gathering and sorting ideas discussion, writing, and research." Barkley et al. (2005). Group grids make students practice organizing and classifying information in a table a more complex version of this structure requires students to first identify classification scheme to be used. The steps for carrying out the group grid technique, first students form groups of 4/5. The teacher will give an envelope containing lots of pictures for each group. Students are asked to classify images based on categories within a limited time. After that the teacher and students discussed with the answers together. The group that has the most correct items will be awarded a prize like stars etc.

b. Procedure of Group grid

Based on Barkley (2012) stated that the procedure from groups as follows:

- 1) Form groups and distribute a grid of blank sheets, or ask students to do this by copying from a single sheet that you display on the projection screen or draw on the blackboard.
- 2) Provide a list of goods that have not been structured information to

students.

- 3) Ask students to fill in the empty cells in the grid. Group can discuss and make a deal about how things will be sorted, and how they will fill in the grid as a group project. Or individual students can take turns filling orders.
- 4) Students collect completed grids to be assessed and evaluated, or you can display a grid that has been correctly installed so they can check its accuracy.

c. Advantages of Group Grid Technique

There are several advantages or advantages of the group grid technique, namely:

- 1) Students have the ability to work together and have a sense of tolerance;
- 2) Students have a sense of leadership and autonomy;
- 3) Students are required to make decisions together; And
- 4) Students have broad insights (studying problems from various perspectives).

d. Disadvantages of the Group Grid Technique

The group grid technique also has several weaknesses, namely:

- 1) Not suitable for classes that do not yet have adequate knowledge and skills;
- 2) Teachers do not have appropriate learning objectives, this model can be biased; And
- 3) The teacher is not actively assisting, groups can become ineffective, and group dynamics are not created.

C. Conceptual Framework

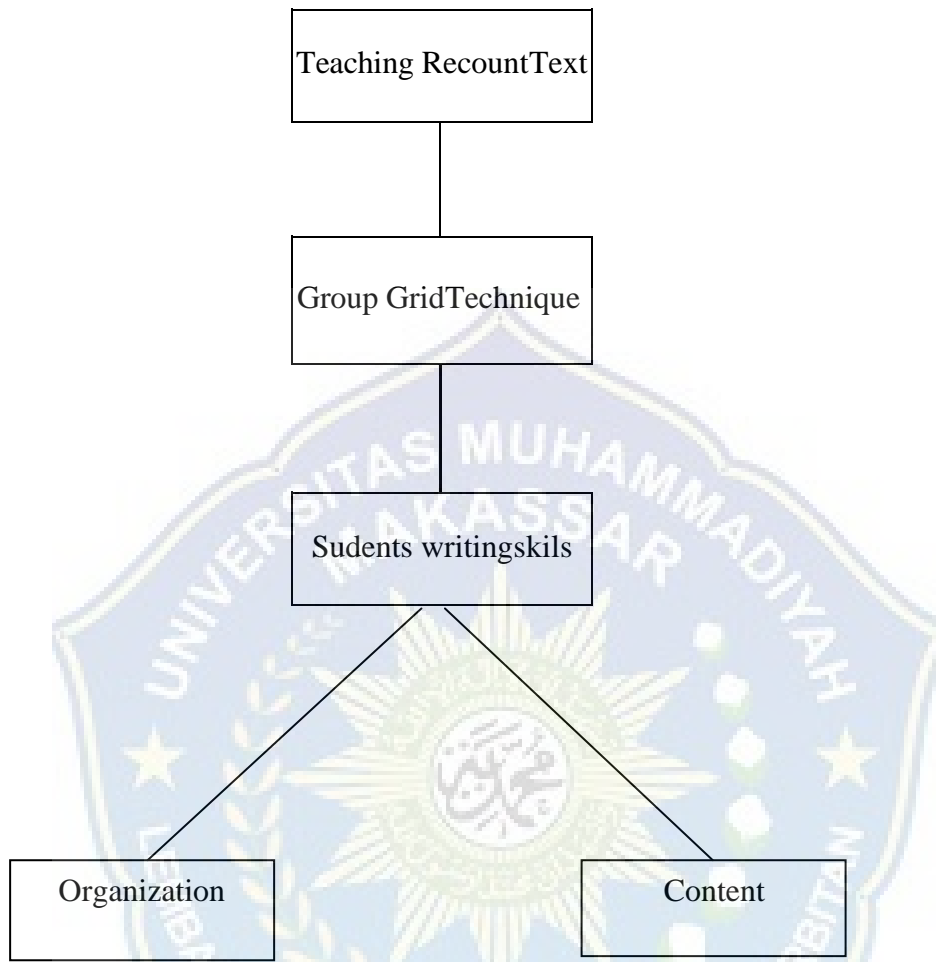


Figure 2.1 Conceptual Framework

The main point of this research is the teaching of Recount text where the subject is group grid teaching techniques related to students' writing skills. Where the expected output is the influence of teaching writing Recount texts on students' writing skills in terms of organization and content.

D. Hypothesis

Hypothesis of this research are:

1. The null hypothesis (H_0) that Group Grid Technique is not effective to improve students' writing skills in writing recount text.

2. The alternative hypotheses (H_1) that Group Grid Technique effective to improve students' writing skills in writing recount text.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research was a pre-experimental design with one group pre-test and post-test design featuring a single class. The pre-test and post-test plan for one group was done twice: once before the experiment (pre-test) and once after it (post-test). The researcher took one group as a sample to compare the learning results before and after the test. Arikunto in Handayani et al. (2021). The researcher design could be represent as follows:

B. Variables and Indicators

There are two variables in this study, namely the independent variable and the dependent variable. The independent variable is the use of the Group Grid Technique. By using the group grid technique in this way, students can study or work collaboratively, develop their writing skills, and produce quality recount texts. and the attachment variable is Recount text in students' Writing Skills. The aspect of improving the ability to write recount texts is the identification of the contents and their organization.

C. Population and Sample

1. Population

The population of this research is 5 classes in IX class of SMPN. 1 Marioriwawo in 2022/2023 academic years. Each class contained 26 students, so the total population is 130 students.

2. Sample

The sample of this research was students of SMPN 1 Marioriwwo, 9.3 class, active 10 students. This sample was selected using a purposive sampling technique. The reason for taking samples in this research was to make it more efficient and for the researcher to more easily obtain the desired results. This sample could be used as a representative of all students. Additionally, the teacher also suggested choosing that class.

D. Research Instrument

A test of writing ability was to gather the information. Before being the treatment administered a pre-test, and after being the treatment delivered a post-test. The writing test was use have two themes, one for the pre- test and one for the post-test. Each recount text has two indicators of achievement or assessment of content and organization.

E. Data Collection Technique

In collecting data, researcher was use some procedure as follows:

1. Pre Test

The researcher administered a test to the sample before applying the group grid technique as a pre-test to measure the previous knowledge of the student.

2. Treatment (Group Grid Technique)

After giving the pre-test, the students were delivered a treatment by using the Group grid Technique. It was held four times; each meeting takes 2 x 40 minutes as the regular teaching hour in one meeting in school. The

procedure of treatment as follows:

- a. The teacher explains the group grid technique to the students and why this technique is effective for improving writing skills.
- b. The teacher explains the steps involved in this technique, including brainstorming ideas, organizing ideas into a grid, and then using the grid to form words including Noun, Vocabulary, Adverb, and Adjective.
- c. The teacher prepares recount text material for students that is relevant and interesting to students.
- d. The teacher divides students into small groups consisting of 3-4 groups then asks students to read the material carefully for about 10-20 minutes.
- e. The teacher instructs students when they have read the text to make boxes and fill in the boxes and work together to determine which words include noun, vocabulary, adverb, and adjective.
- f. The teacher asks students to use the results of making a list of ideas in the boxes they have made and the results of determining the words in the grid which include nouns, vocabulary, adverbs, and adjectives as a guide for writing their individual recount texts .
- g. The teacher provides feedback on student writing.

3. Post-Test

In this stage, the researcher tested the students to find and increase in students' writing skills after being given treatment using the Group Grid Technique. The teacher asks students to do writing assignment with different themes.

4. Comparing the results between the pre-test and post-test

The comparison between the pre-test and post-test are used to know whether the Group grid Technique was effective to improve the students' writing skills on writing recount texts.

F. Technique of Data Analysis

Data analysis is a way of data analysis carried out by researchers. In managing and analyzing the data to be collected, researchers were given quantitative data analysis so that researchers analyzed the data using the formula. The analysis is used to improve students' writing recount texts in writing skills using the group grid technique.

The steps to analyze the data are as follows:

Table 3.1 Specification Aspect of Writing

No.	Aspect of Writing	Criteria	Score
1.	Content	The substance of the writing, the idea express	20
2.	Organization	The form of content (coherence)	
3.	Vocabulary	The selection of word that suitable with the content	20
4.	Grammar	The employment of grammatical form and syntactic patterns	20
5.	Mechanic	Mastery writing focus on spelling and punctuation	20

(Destager in Dahnianti 2018)

Table 3.2 Specification Score of Content

Classification	Score	Criteria
Excellent	20	Information is very clear, the idea of the problem development very clearly, the development of the idea is perfect, very relevant to the problem, and thoroughly.
Very good	15-19	Clear, substantive information, the development of a complete idea, relevant to the problem and thoroughly.

Good	11-14	The information is clear but there is some confusion, good substance, the development of a complete idea, relevant to the problem, and thorough.
Fair	6-10	Information is almost enough, enough substance, thesis development is very limit, less relevant to the problem but not complete
Poor	<5	Information is very limit, no substance, no idea development, no problems.

(Destager in Dahnianti 2018)

Table 3.3 Specification Score of Organization

Classification	Score	Criteria
Excellent	20	Expression is very smooth, ideas are express very clearly, well order, logical, and coherence.
Very good	15-19	Expressions are very smooth, ideas are clearly express, well order, logical, and cohesive.
Good	11-14	Expression smooth, expression expression less clear, arrange with almost good, logical sequence.
Fair	6-10	The expression is substandard, less organize, the main idea is invisible, the sequence is almost logical, and incomplete.
Poor	.>5	Not communicative, chaotic ideas, sequences and problems are illogical.

(Destager in Dahnianti 2018)

From the basic standards above, the researcher was use a standardized score for the total score of students' writing with calculate the standard score to be awarded, as follows:

1. A value of 20 is classified as very good.
2. A score of 16-19 is classified as very good.
3. Score 11-15 is good.
4. A score of 6-10 is considered sufficient.
5. Score > 5 is classified as bad.

Researchers was classify student scores into the following criteria: The average value of students is classified into 5 levels as following:

Table 3.4 Classification of Score

No.	Classification	Score
1.	Very good	91-100
2.	Good	76-90
3.	Fair	61-75
4.	Poor	51-60
5.	Very poor	Less than 50

(Depdikbud in Dahnianti 2018)

The writer was analyze the data using SPSS where the following steps are: To scoring the test

$$\text{score} = (\text{total correct answer}) / (\text{total number items}) \times 100$$

(Depdikbud, 1985)

To find students improvement using formula:

$$\% = (x_2 - x_1) / x_1 \times 100$$

Note:

% : The students improvement
 x_1 : The mean score of post-test
 x_2 : The mean score of pre-tes

(Gay, 2006)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of two sections, those are findings of the research and discussion of the findings, The researchers analyzed the data that is obtained through the result of pre-test and post-test.

A. Findings

The results of the findings were obtained through a writing test on member of the students SMPN 1 Marioriwawo. The findings of this research presented the result description of the research through the distribution score of pre-test and post-test in terms aspect of content and organization in Writing Recount Texts by Using Group Grid Technique.

1. The students' Writing Recount Texts achievement by Using Group Grid Technique

The research findings a detailed explanation of the results obtained from the distribution scores of the pre-test and post-test, focusing on the aspects of content and organization in writing recount texts, These scores were obtained by implementing the Group Grid Technique.

Tabel 4.1 The Students' Content and Organization in Pre-Test and Post-Test

Indicator	Pre Test	Post Test	Improvement
Content	71,8	77,6	8,07%
Organization	68	76	8%

Table 4.1 presents the mean score and presentage improvement of students in the pre-test and post-test. The findings from the data analysis indicate that the implementation of the Group Grid Technique at SMPN 1 Marioriwawo City

resulted in an improvement of students' Writing Skills, namely in terms Content and Organization. it can be seen from the averagescore of students in the Pre-Test and Post-Test. The average content score in the Pre-tes is recorded as 71,8, which then increase to 77,6 in the Post- Test. organization Pre-Test was 68 which then increases to 76 in Post- Test and also there were improvements in Student's Content and Organization, Students' Progress in Content was 8,07%, While in Organization was 8%.

The table mentioned previously provides evidence supporting the effectiveness of using Group Grid Technique at SMPN 1 Marioriwawo City in enhancing students' Writing Recount Texts on the aspects Content and Organization in the context of writing.

2. The Clasification and percentage of Students' Writing Skills

- a. The classification and percentage of Writing in terms of Content

Table 4.2 The Clasification and percentage of Writing in terms ofContent

No	Classification	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
1.	Excellent	-	-	-	-
2.	Very good	-	-	-	-
3.	Good	3	30%	6	60%
4.	Fair	6	60%	4	40%
5.	Poor	1	10%	-	-
6.	Very poor	-	-	-	-
Total		10	100%	10	100%

According to the findings presented in Table 4.2, before receiving treatment utilizing the Group Grid Technique, the pre-test results indicated that out of the 10 students assessed, only 3 student (30%) achieved a classification of good scores, 6 students (60%) were classified as having fair scores, and 1 students (10%) were classified as having poor scores and no students received

classifications of excellent,very good,or very poor.

After the implementation of the Group Grid Technique, the results of the post-test revealed that 6 out of 10 students (60%) achieved scores classified as good, and while 4 students (40%) obtained scores classified as having fair scores.

According to the data presented in Table 4.2 it can be observed that there was an improvement in the students' Content accomplishment scores in the post-test after being taught using the Group Grid Technique.

b. The Classification and percentage of writing in terms of Organization

Tabel 4.3 Classification and percentage of writing in terms of Organization

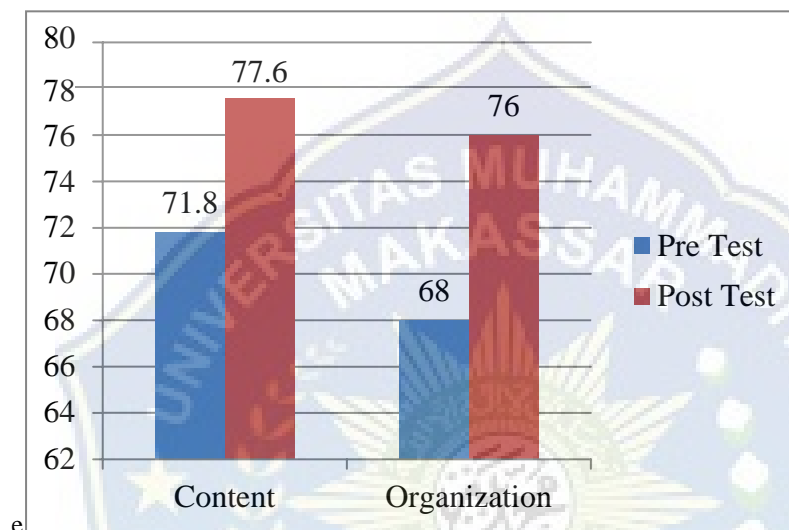
No	Classification	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
1.	Excellent	-	-	-	-
2.	Very good	-	-	-	-
3.	Good	2	20%	4	40%
4.	Fair	6	60%	6	60%
5.	Poor	2	20%	-	-
6.	Very poor	-	-	-	-
Total		10	100%	10	100%

According to the findings presented in Table 4.3, before receiving treatment utilizing the Group Grid Technique, the pre-test results indicated that out of the 10 students assessed, only 2 students (2%) achieved a classification of Good scores, 6 students (20%) were classified as having fair scores, and 2 students (20%) were classified as having poor scores, and no students received classification of excellent, very good, and very poor.

After the implementation of the Group Grid Technique, the results of the post-test revealed that 4 out of 10 students (40%) achieved scores classified as Good, while 6 students (60%) got scores classified as Fair scores and no one students who received scores categorized as Excellent, Very good, Poor, and Very poor.

According to the data presented in Table 4.3, it can be observed that there was an improvement in the students' Organization accomplishment scores in the post-test after being taught using the Group Grid Technique.

The graphic below illustrates the improvement in students' Writing skills, specifically in terms of Content and Organization.



The data presented in Figure 4.1 indicates improvement in the students' Writing recount texts, specifically in terms of Content in aspect of writing. The pre-test results displayed an average score 71,8 which significantly increased to 77,6 in the post test. Similarly, the students' organization also exhibited improvement, with the pre-test mean score of 68 rising to 76 in the post-test.

3. T-Test of Significant

The result of t-test is higher than t-table value, the null hypothesis (H0) is rejected, and if the result of t-test is lower than the t-table value, the null hypothesis (H1) is accepted. The statistical analysis of the t-test was conducted at a significance level of 0.05, with the degrees of freedom (df) calculated as n-1, where n represents the number of students, which in this case 10. $DF = 10-1 = 9$.

T-table value= 1.833, corresponding to the degree of significance and degree of freedom (df) = 9 , p= 0.05 previously. The outcome of the t- test conducted to evaluate the effectiveness of the Group Grid Technique in improving students' writing skills especially on writing recount texts is presented below:

Tabel 4.4 Paired Samples Test

	Paired Differences					T	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post Test	-6,9500	3,3371	1,0553	-9,3372	-4,5628	-6,586	9	,000

Based to the findings presented in Table 4.4, the t-test value for the impact of utilizing the Group Grid Technique on students' writing recount texts was determined to be 6.586, which is greater than the critical t-value of 1.833 . Thus, it can be concluded that the statistical hypothesis H1 is accepted, while the statistical hypothesis Ho is rejected. The use of the Group Grid Technique in the teaching of writing recount texts has the potential for developing students' proficiency in writing skills. particularly in the areas of Content and Organization.

B. Discussion

The Researchers conducted this research at SMPN 1 Marioriwawo. It takes three activities, namely pre-test, treatment, and post-test. Then after getting the data it is calculated using the formula above. Based on data analysis, it can be concluded that there is an increase in the use of the group grid technique in students' writing skills in writing recount texts at SMPN 1 Marioriwawo. The

treatment was carried out by teaching in class where the researcher divided them into four groups and prepared some interesting recount texts for students so that students could read them, then the researcher invited students to start reading the recount texts given in groups. After the students completed their reading assignment, the researcher started to introduce grid groups, such as; the model, what is a grid group, what should we pay attention to, and give an example of how to make a grid. Furthermore, after reading in groups and knowing the contents of the text, knowing how the group grid looks like. The researcher asked the students to make creative grids and arrange the grids by determining which included nouns, vocabulary, adverbs, and adjectives.

After being given treatment, the improvement that occurs to students in writing skills is from the results of group work, they can collaborate with each other in arguing so that they can produce correct answers. which is good and right. It can be said that the application of the group grid technique can improve students' writing skills in writing recount texts. Barkley et al. (2005) stated that the Group grid makes students practice organizing and classifying information in a table. A more complex version of this structure requires students to first identify the classification scheme to be used. Furthermore, this technique can direct students to cooperate and tolerate one another, have a sense of leadership and autonomy, make decisions together, and have broad insights. The main objective of this research is to find out whether the use of the group grid technique can improve students' writing skills in writing recount texts in determining content and organization in writing aspects.

1. The Students' Writing Skills on Writing Recount Texts in term of Content

The data provided is in the form of student pre-test classifications and post-test of students' writing skills in terms of Content, is It is clear that in the pre-test, three (30%) students described it at a good level, six (60%) students had an adequate level, 1 (10%) student described it as abad level. This can be proven by the average content score on the students' pre-test which is 71.8 in the "fairly good" category while the post-test is 77.6 which is in the "good" category. This shows that the average pre-test and post-test scores determine content increases by 8.7%.

2. The students' writing skills on writing recount texts in term of Organization

Meanwhile, in the classification of students' pre-test and post-test values at determining Organization, it was clear that on the pre-test, two (20%) students describe it as a bad level, 6 people (60%) students rated fair, and two (20%) students are at a good level. The average student score on the pre-test was 68 which is categorized as " fair " and in the post-testof 76 categorized as "good" and increased by 8%. Data from the instrument also shows that the alternative hypothesis (H1) is accepted and is null hypothesis (H0) is rejected. This can be proven by the significance value of this study where the t-count value is 6,586 and the t-table value is 1,833 where the significance level is 0.05. It can be concluded that there is a significant difference in scores between the pre-test and post-test in determining content and Organization for class 9.3 at SMPN 1 Marioriwawo.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is divided into 2 parts, namely conclusions and suggestions. The conclusion contains the findings of this research based on data analysis and discussion as described in the previous chapter.

A. Conclusion

Based on the findings, it can be concluded that the Group Grid Technique is effective in improving students' Writing Skills, this is evidenced by looking at the conclusions of students' writing skills in determining increased content. This is evidenced by looking at the percentage of student scores in the pre-test earlier students were categorized as poor, good enough, and good, and in the post-test it increased to good, and enough and more than half of students were categorized as good enough in the post-test. And students' Writing Skills in determining Organizations are improved. This is evidenced by looking at the percentage of student scores in the student pre-test table categorized as poor, sufficient, and good. And in the post-test there was an increase in the quite good category, some students were in the good category and students got good grades in the post-test, no more students classified into the bad score category.

B. Suggestions

In this section, researchers will provide suggestions to English teachers, students and further researchers based on the research findings

described above.

1. For English Teacher

The researcher suggest that teachers should be more creative in teaching English, especially writing. Because in mastering English, you need more methods or techniques to improve it and the researcher suggest the teacher should be more patient to help the students to solve their problem in learning English.

2. For Students

The researcher advises students to always be confident and creative in learning English, especially in learning to write, and the writer also advises students to always practice so that students can write well and correctly.

3. For the Further Researcher

The researcher suggest further researcher who are interested in conducting similar study. It is recommended that the technique be applied across various student proficiency levels, since schools typically encompass a range of students abilities.

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APPENDICES

APPENDIX A

PRE-TEST AND POST TEST

1. Pre-Test

Name: Afdal Class: IX.3

Write about your personal experiences. Write down your story at least 2 paragraph which consist of 150 words. Use your own words.

School Holiday

During my last holiday, I made a lot of handerats. At the time, I was crazy about art and creativity many ideas hand come to my mind three months before. All of the ideas were them again also, I searched other ideas from internet. Yap, I googled it. I watch tutorial videos and real many art blogs.

My mom and dad really support what do. They always do to encouraged me. I bought these items with my own money. The I made a miniature truck craft from used plywood and then cut and the glued to get results like the original car. I have made many crafts during school holidays.

2. Post-Test

Name: Zhilma Syaqra Class: IX.3

Write about your personal experiences. Write down your story at least 2 paragraphs which consist of 150 words. Use your own words.

Came Late to School

Last Monday, I came late to my school because I played games until 3.00 am the night. Because that I woke up late.

I woke up about 6.45 am and the class would be began at 7.30 am. I ran to bathroom to take a bath. I didn't have breakfast and immediately rushed to school, because the distance between school and my house was quite far.

I always walk to school because I was taste my father took me to school by motorbike at every fast speed, even though it was dangerous. I was very panicked.

I arrived at school at 7.40 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late. It was my bad experience and I hoped I would not do that again.

APPENDIX B**LESSON PLAN**

Mata Pelajaran : Bahasa Inggris
Nama Sekolah : SMP Negeri 1 Marioriwawo Kelas

VIII

Topik : **Recount Text**

Alokasi waktu : **6 Minggu x 2 Jam Pelajaran 40 menit**

- **Kompetensi Inti (KI)**
- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya.
 Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

- **KI 4:** Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarinya disekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuan.
- **Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulisan dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek, dan sederhana, sesuai dengan konteks, dan penggunaannya.	Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks recount. Siswa dapat mengidentifikasi dan menjelaskan generic structure dari teks recount. Siswa dapat membandingkan unsur kebahasaan beberapa teks personal recount lisan dan tulisan.
4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulisan, sangat pendek dan sederhana, terkait dengan pengalaman pribadi di waktu lampau (personal recount).	Siswa dapat menceritakan kembali teks recount pendek dan sederhana. Siswa dapat meringkas teks recount pendek dan sederhana.

- **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menjelaskan Fungsi Sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana dengan baik.
- Menganalisis struktur teks personal recount tulis pendek dan sederhana dengan baik.

- Merancang gagasan kreatif dalam bentuk recount secara tertulis dengan memperhatikan penggunaan bahasa.
- Menyajikan gagasan kreatif dalam bentuk recount text secara tertulis dengan memperhatikan penggunaan bahasa.

Menyusun teks personal recount berdasarkan struktur teks dan unsur kebahasaan Recount text.

- **Metode Pembelajaran**

Group Grid Technique

- **Materi Pembelajaran**

Recount Text

- **Media Pembelajaran**

- **Media**

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian
- **Alat/Bahan**
- Penggaris, spidol, papan tulis
- Laptop & infocus

- **Sumber Belajar**

- Kamus Bahasa Inggris
- Pengalaman peserta didik dan guru

• **Langkah-Langkah Pembelajaran**

TAHAP	KEGIATAN PEMBELAJARAN
Pendahuluan 8 menit	<p>Guru membuka pembelajaran dengan mengucapkan salam, dan berdoa bersama.</p> <p>Guru menyampaikan pokok bahasan dan tujuan pembelajaran yang ingin dicapai pada pertemuan yang sedang berlangsung.</p> <p>Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dengan kehidupan sehari-hari dan menyampaikan tujuan pembelajaran pada pertemuan yang sedang berlangsung.</p>
Kegiatan Inti 60 menit	<p>Guru menjelaskan pengertian recount text dan ciri-ciri yang membedakannya. Fokuskan pada struktur, penggunaan bahasa, dan tujuan komunikatif dari recount text.</p> <p>Guru memberikan contoh-contoh recount text dalam bahasa Inggris, baik secara tertulis maupun lisan, untuk membantu siswa memahami struktur dan gaya penulisan recount text.</p> <p>Siswa menulis teks recount sederhana tentang pengalaman pribadi mereka yang menarik.</p> <p>Siswa dibagi ke dalam kelompok-kelompok kecil dan memberikan tugas kepada setiap kelompok untuk membuat grid yang berisi informasi-informasi yang terkait dengan recount text, seperti topik, tujuan, struktur, bahasa, dan contoh-contoh. Biarkan setiap kelompok berdiskusi dan berkolaborasi untuk mengisi grid dengan informasi yang sesuai.</p> <p>Berikan bimbingan dan pemantauan kepada setiap kelompok untuk memastikan bahwa mereka memahami dan melaksanakan tugas dengan baik.</p> <p>Meminta setiap kelompok untuk mempresentasikan grid mereka ke seluruh kelas.</p>
	<p>Ajak siswa untuk mengajukan pertanyaan dan berdiskusi tentang informasi yang disampaikan oleh setiap kelompok. Klarifikasi konsep yang mungkin masih belum dipahami oleh siswa.</p>
Penutup 12 menit	<p>Peserta didik dibantu guru untuk bersama-sama merefleksikan pelajaran.</p> <p>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</p> <p>Guru dan peserta didik secara bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran.</p>

- **Penilaian Hasil Pembelajaran**
- Penilaian pengetahuan berupa tes tertulis uraian, tes lisan, terhadap diskusi serta penugasan.
- Penilaian keterampilan berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

APPENDIX C

The result of Students' Score on Pre-Test and Post-Test of Content and Organization

The number of sample	Content		Organization	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1.	70	75	61	75
2.	75	80	70	75
3.	80	85	75	78
4.	80	90	78	80
5.	60	65	50	70
6.	65	70	70	75
7.	70	78	75	80
8.	70	80	61	75
9.	70	75	60	68
10.	78	78	80	85
Total	718	776	750	761

APPENDIX D

Mean Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Content	10	60,00	80,00	71,8000	6,51153
Posttest Content	10	65,00	90,00	77,6000	7,07421
Pretest Organization	10	50,00	80,00	68,0000	9,63789
Posttest Organization	10	68,00	85,00	76,1000	4,95424
Valid N (listwise)	10				

APPENDIX E

Scoring Classification of Students' pre-test and post-test

1. Content

The number of sample	Content			
	Pre-Test	Classification	Post-Test	Classification
1.	70	Fair	75	Fair
2.	75	Fair	80	Good
3.	80	Good	85	Good
4.	80	Good	90	Good
5.	60	Poor	65	Fair
6.	65	Fair	70	Fair
7.	70	Fair	78	Good
8.	70	Fair	80	Good
9.	70	Fair	75	Fair
10.	78	Good	78	Good

2. Organization

The number of sample	Organization			
	Pre-Test	Classification	Post-Test	Classification
1.	61	Fair	75	Fair
2.	70	Fair	75	Fair
3.	75	Fair	78	Good
4.	78	Good	80	Good
5.	50	Poor	70	Fair
6.	70	Fair	75	Fair
7.	75	Fair	80	Good
8.	61	Fair	75	Fair
9.	60	Poor	68	Fair
10.	80	Good	85	Good

APPENDIX F

The Calculation of Students' T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	69,900	10	7,6551	2,4207
Post Test	76,850	10	5,3075	1,6784

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-Test & Post Test	10	,931	,000

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post Test	-6,9500	3,3371	1,0553	-9,3372	-4,5628	-6,5896	,000	

APPENDIX G

Distribution of T-Table

Df	(level of significance) (one-tailed test)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831

APPENDIX H

Calculation of the percentage students' Improvement on pre-test and posttest

1. Content

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{77 - 71,8}{71,8} \times 100$$

$$P = \frac{5,8}{71,8} \times 100$$

$$P = 8,07\%$$

2. Organization

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{76 - 68}{68} \times 100$$

$$P = \frac{8}{68} \times 100$$

$$P = 8\%$$



APPENDIX I


MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
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Nama : Riska Amalia
 Nim : 105351104119
 Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

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3	Bab 3	8 %	10 %
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5	Bab 5	4 %	5%

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 27 September 2023
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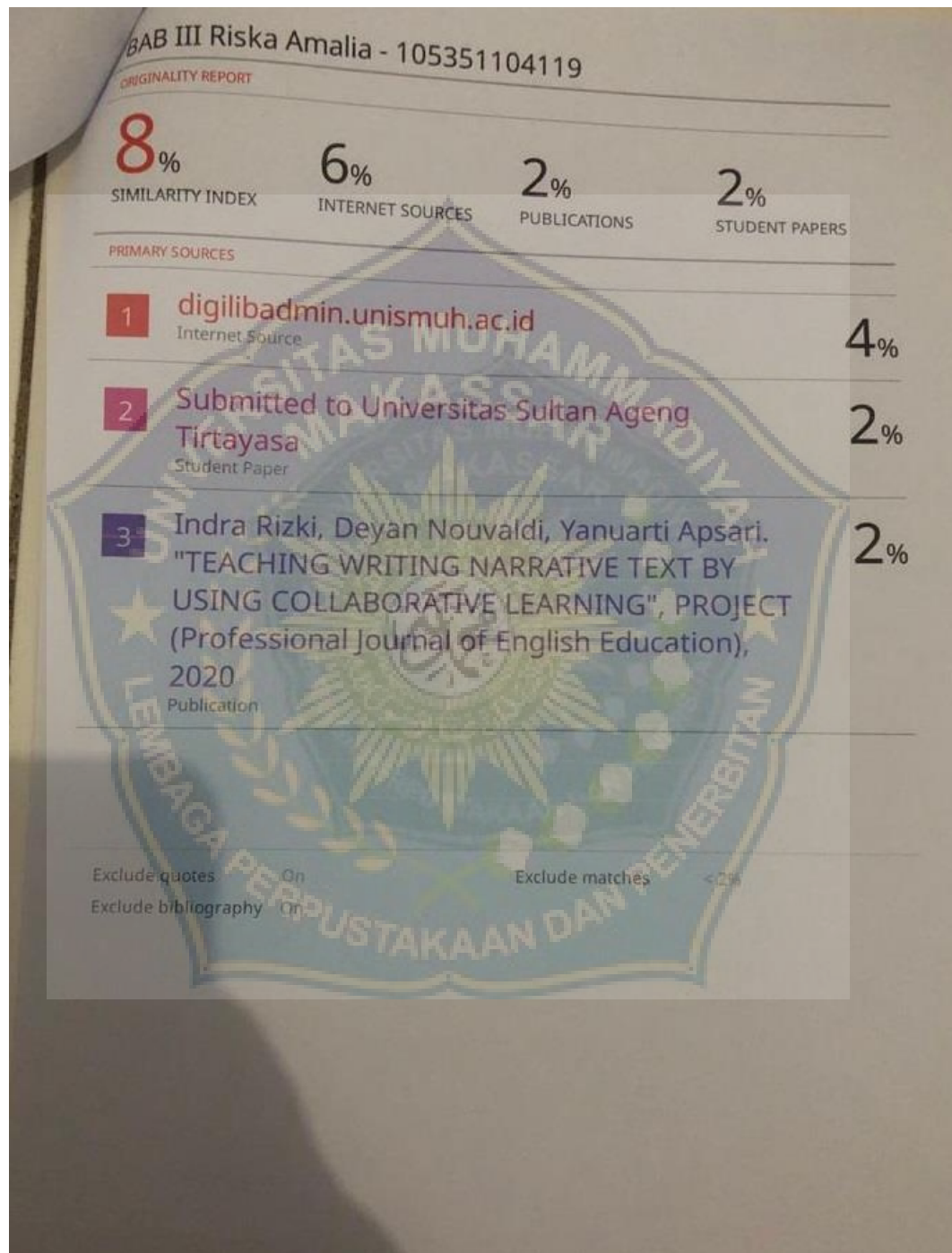
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mission ID: 2172358924

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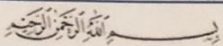
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Nomor : 13823/FKIP/A.4-1/VI/1444/2023
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Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
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Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	: Riska Amalia
Stambuk	: 105351104119
Program Studi	: Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir	: Polewali / 16-02-2001
Alamat	: Jl. Talasalapang 1


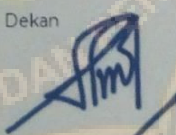
Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: **THE EFFECT OF USING GROUP GRID TECHNIQUE TO IMPROVE STUDENTS WRITINGSKILSON RECOUNTTEXTS**

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1444 H
 17 Juni 2023 M

Dekan

Erwin Akib, M.Pd, Ph.D.
 NBM 860 934



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Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail lp3m@unismuh.ac.id

Nomor : 1772/05/C.4-VIII/VI/1444/2023
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

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19 June 2023 M

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di -

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13823/FKIP/A.4-II/VI/1444/2023 tanggal 17 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **RISKA AMALIA**
No. Stambuk : **10535 1104119**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE EFFECT OF USING GROUP GRID TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILLS ON RECOUN TEXTS"

Yang akan dilaksanakan dari tanggal 22 Juni 2023 s/d 22 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Devin Abubakar Idhan, MP.





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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : RISKHA AMALIA
 NIM : 105351104119
 Judul Penelitian : THE EFFECT OF USING GROUP GRID TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILLS ON RECOUNT TEXTS
 Tanggal Ujian Proposal : 08 JUNI 2023
 Tempat/Lokasi Penelitian : SMPN 1 MARIORIWAWO

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf/curut erkait
1	Kamis, 24 Juli 2023	pre test	Adiana Heron s Pd	
2	Jabn, 26 Juli 2023	Treatment	Adiana Heron s Pd	
3	Kamis, 27 Juli 2023	Treatment	Adiana Heron s Pd	
4	Jum'at, 28 Juli 2023	Treatment	Adiana Heron s Pd	

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5	Rabu, 02 Agustus 2023	Trentrain	Ardiana Harun, S.Pd
6	Kamis, 03 Agustus 2023	Hot - Test	Achiana Harun, S.Pd

... SOPPENG Juli 2023

Kstua Program Studi,
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Makassar

(Signature)
Dr. Umri Khaerati Syam, S.Pd., M.Pd
NBM 977 807

Mengetahui,

(Signature)
H. Muchlisin, S.Pd., M.M.
NIP. 197410051999031009

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Alamat : Jl. Pahlawan No. 11 Takalala Telp. : 0484-421171 Kode Pos: 90862 Email: smpn1marioriwawo@yahoo.com

SURAT KETERANGAN

No : 421.3/ 273 /SMPN.1.MO/VIII/2023

Yang bertanda tangan di bawah ini kepala UPTD SPF SMP Negeri 1 Marioriwawo,

Nama : H. MUSLIMIN, S.Pd., MM

NIP : 19741005 199903 1 009

Pangkat/ Gol : Pembina Tk.I/ IV.b

Jabatan : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama : RISKA AMALIA

NIM : 105351104119

Universitas : Universitas Muhammadiyah Makassar

Jurusan/ Prodi : Pendidikan Bahasa Inggris

Mahasiswa tersebut telah melaksanakan kegiatan penelitian di UPTD SPF SMP Negeri 1 Marioriwawo penyelesaian studi mahasiswa program strata satu (S1) pada tanggal 22 Juni - 22 Agustus 2023 dengan judul *The Effect Of Using Group Grid Technique to improve Students' Writing Skills On Recount Texts*.

Demikian surat keterangan dibuat untuk digunakan sebagaimana mestinya.

Takalala, 3 Agustus 2023

Mengjabat

Kepala UPTD

UPTD SATUAN

PENDIDIKAN

ORMAL

SMPN 1

MARIORIWAWO

KECAMATAN

MARIORIWAWO

H. MUSLIMIN, S.Pd., MM

NIP.19741005 199903 1 009



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Email : pendi@ummuh.ac.id
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LETTER OF ACCEPTANCE

0847/BG-FKIP/LOA/B/XI/1445/2023

Dear RISKA AMALIA

It is our pleasure to inform you that, after reviewing your paper:
THE EFFECT OF USING GROUP GRID TECHNIQUE TO IMPROVE
STUDENTS' WRITING SKILLS ON RECOUNT TEXTS
The manuscript ID: 1124

Detail checklist:


Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.umuhmakassar.ac.id

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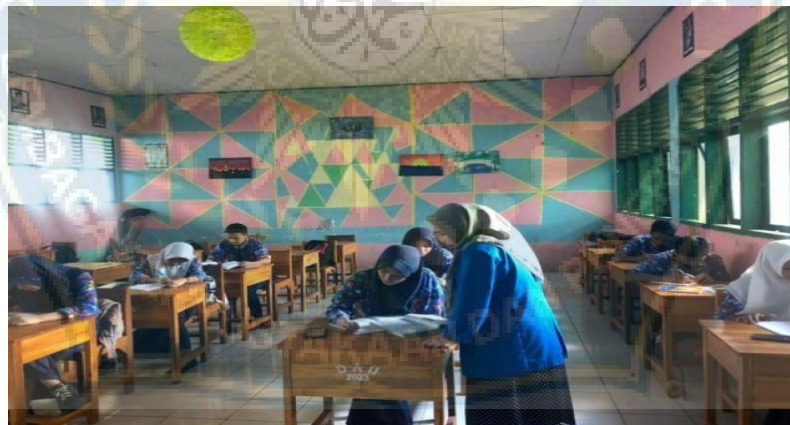
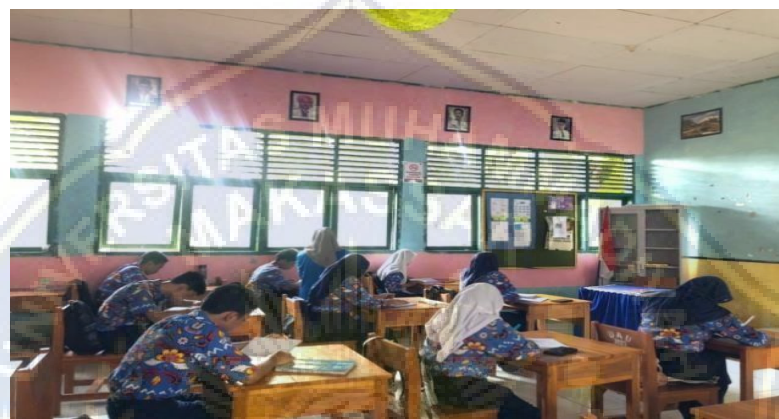
Head of English Education Department
Faculty of Teacher Training and Education


Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



Documentation





CURRICULUM VITAE



The Researcher, Riska Amalia was born in Polewali on 16 Februari 2001. She is the first daughter in her family. In 2013, she is graduated form SDN 140 Masumpu and then she continued her study to SMPN 1 Marioriwawo and graduated in 2016. After that, she continued her study in

MAN 1 Soppeng. After graduated, she continued her study to Universitas Muhammadiyah Makassar majoring English Education. At the completion of her studies, she was able to complete her thesis entitled **“The Effect Of Using Group Grid Technique to Improve Students’ Writing Skills on Wring Recount Texts”**.