

THESIS

**THE EFFECTIVENESS OF SMALL GROUP DISCUSSION IN
IMPROVING THE ABILITY IN WRITING RECOUNT TEXT
OF THE ELEVENTH GRADE STUDENTS OF
SMAK FRATERAN PODOR LARANTUKA
IN THE SCHOOL YEAR 2014/2015**



EMERLINDA K. ARAN

**TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
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for Sarjana Pendidikan Degree in English Language Education**

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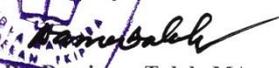
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MOTTO

Try a Little Harder to Get Much Better

(Kahlil Gibran)

Dedication

This Thesis is dedicated to:

1. My father, Antonius Igo Lango Aran and my mother Bernadette
Sita Koten
2. My sisters, Udis & Elyn
3. My Alma Mater, Widya Mandira Catholic University

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Finally, writer realizes that the study is still far from perfection. The writer has great expectation that this final project would be useful for further study.

Kupang,

The Writer

ABSTRACT

This thesis is entitled “ **The Effectiveness of Small Group Discussion in Improving the Ability in Writing Recount Text of the Eleventh Grade Students of SMAK Frateran Podor Larantuka in the School Year 2014/2015.** The study was conducted to answer the following questions: Is Small Group Discussion effective in improving the students ability in writing recount text? The study was conducted in order to find out whether the Small Group Discussion is effective or not in teaching writing of recount text to the eleventh grade Students of SMAK Frateran Podor Larantuka in the school year 2014/2015. This study is limited in five aspects of writing as proposed by John Anderson in terms of Grammar, Vocabulary, Mechanics, Fluency and Form. To achieve the objectives of the study, the writer conducted an action research. This classroom action research was held at SMAK Frateran Podor Larantuka. The subject of the study was the grade XI of language class. The writer carried out three steps. The first step was the pre-test. The second step was the action cycle 1 and the last was cycle 2. In analyzing the data, the writer used an analytical method of scoring proposed by John Anderson with the level of ability was: 30= Excellent, 25–29 = Very Good, 20–24 = Good, 15–19 = Average, 10–14 = Below Average and 5–9 = Bad and a simple quantitative measurement to find the result. The analysis of the data showed that there was a significant difference of the students’ achievement in the pre-test and the cycle. The students’ achievement in the cycle 2 was (25) and the level of ability was VERY GOOD was higher than in the cycle 1 (24), the level of ability was GOOD and pre-test (19) and the level of ability was AVERAGE. The relative frequency showed that the mastery level of writing in the cycle 2 is better than that on the pre-test. The main factor affecting this improvement was the students’ interest in teaching learning process through Small Group Discussion. Based on this data, the writer concluded that teaching English writing, especially writing of Recount text through Small Group Discussion is very beneficial for the students in order to facilitate them in learning English writing. Therefore, Small Group Discussion in teaching English writing is recommended for the English teacher. And for the students, teaching English writing through Small Group Discussion method was very useful for the passive students to improve their abilities of communication or the group skill.

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