

## Group Work Technique and Its Influence towards Students' Ability in Writing Narrative Text

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### ABSTRACT

This research aims to know and describe the influence of using group work on students' ability in writing narrative text and to know and describe the average score of the students' ability in writing narrative text who learn through Groupwork. This research used an experimental method. The population of this research was the students in the second semester of the eighth class at SMP PGRI 1 PALAS Lampung Selatan in 2020/2021, which consisted of 126 students. The sample of this research was two classes that consisted of 30 students. To get the data, the researcher used a writing test. The analysis result showed that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It is supported by the average score of the experimental class (63.76), which is higher than the average score of the control class (51.5). Furthermore, the result of t-test is higher than t-table  $5.78 > 1.68$  ( $\alpha=5\%$ ) and  $2.42$  ( $\alpha=1\%$ ). There is a positive influence of using group work on students' ability in writing narrative text at the eighth class of SMP PGRI 1 PALAS Lampung Selatan in 2020/2021.

**Keywords:** Group Work Technique, Students' Ability, Writing Narrative Text

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## INTRODUCTION

Language is very important in human life. It means that beside for communication between individual person language also brings the people into relationship with their environment (Apriyanto, 2019, 2020; Conference & The, n.d.; Lamondo et al., 2021). People in this world need language in expressing their idea, feeling and communicating with people around them. Besides communication, language is also the process of social interaction because all interactions and activities use language. Every day we make interaction and socialization with people in our environment. Without social interaction, we cannot live, because we need other people in our life. Therefore, language is very important to help humans communicate as a media for sending messages.

English is one of the international languages in the world that is used in many countries as either a native language, a second language, or a foreign language. English

is a foreign language in Indonesia, but it is an international language worldwide. Most science books are written in English. Therefore, both learning and the language is very important, in order to learn other subjects and to learn the language itself. English is taught as local content in elementary school, junior high school, senior high school, and university as a compulsory subject in Indonesia.

Teaching English enables the students to use English as a means of communication, either in oral or written form. It means that students are expected to master four English skills, they are speaking, listening, reading and writing (Kusuma & Apriyanto, 2018). Students are expected to be able to use English in situational and contextual communication.

Writing is one of the language skills. Writing is a person's ability to communicate information and ideas to someone, the public and the government (Apriyanto et al., 2020; Triana et al., 2020a, 2020b). Writing is not only an activity of arranging words into the form of a sentence. When people write, they should organize some interesting stuff, which is experiences or ideas in written form. It means that Writing is very difficult because students often got difficulties expressing their ideas in words or sentences (Solikhah & Sari, 2022). When their teacher asked them to make a composition, they were confused about expressing themselves in written form. Although it was possible to look at the dictionary, they could not write. It means that writing is difficult subject for the students' and they still face difficulty in expressing what they want to write and how to write.

Based on the preliminary research at SMP PGRI 1 PALAS LAMPUNG SELATAN, the researcher found that the students' writing ability, especially narrative text, needs improvement. Many factors cause it. They have lack grammar and vocabulary. The students find difficulties to use grammar in writing narrative text. When they write narrative text, they always use present tense, in fact narrative text uses past tense. The students also asked their teacher when he did not find vocabulary or needed new vocabulary, and they did not have idea to see in their dictionary, they were always dependent on their teacher. It means that writing is very difficult and habitual like that must be lost.

Teaching English will be hard if the teacher does not know the effective technique in conveying the subject. Because teaching English is not only to give the student some texts to be read and some vocabulary to be memorized, and other ways of conveying material of English, but also to enable them to enjoy during English teaching and learning process. To solve the problem above, the teacher should apply appropriate methods or ways to increase students' interest in learning English, especially in the learning process. To solve the problem above, the teacher should apply appropriate methods or ways to increase students' interest in learning writing. Many techniques can be applied in teaching writing. One of them is Group Work.

Group work learning is a method of instruction that gets students to work together in groups. Group work can effectively motivate students, encourage active learning, and develop key critical thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time.

Based on the statement above, the researcher assumes that group work is an appropriate method to help students complete the task. Because in group work, students are able to ask questions and share their knowledge so that students can

complete tasks quickly. Group work has never been used by an English teacher at SMP PGRI 1 PALAS. The teacher never uses Group Work in the teaching and learning process, so students sometimes feel bored in learning activities.

## **METHOD**

This research uses the experimental method. In this case, the researcher uses two classes. The first class is an experimental class that is taught writing through Group work and the second class is a control class that is taught writing without Group Work.

The research population is taken from the students of SMP PGRI 1 Palas Lampung Selatan 2020/2021 in the eighth class. They determined the sample of subject by using cluster random sampling technique. There are four classes, and it consists of 126 students. The first class is the experimental class VIII A, where the researcher will teach writing through Group Work and the second class is the control class VIII C where the researcher will teach writing through the conventional technique, in this case, the researcher will use writing assessment or product writing technique in teaching writing.

To know students' ability in writing narrative text, the researcher will use a writing test. The researcher will ask students to make narrative text based on the topics given. In scoring students' writing ability, the researcher is going to use the scoring system proposed by Heaton (1989), in which score in writing test, there are 1) Content; 2) Organization; 3) Vocabulary; 4) Grammar; and 5) Mechanic.

To know the influence of group work on students writing narrative text-ability, the researcher used t-test formula. The hypothesis testing is to show any influence of using group work on students' writing narrative text ability.

## **HASIL DAN PEMBAHASAN**

According to Brown (1994), Language is a system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture, to communicate or interact. Language is part of a culture, where language is considered a communication tool. Human beings use language to communicate or interact in conveying their ideas, their feeling in daily lives. According to Hornby (1995), language is the system of sound and words used by humans to express their thoughts and feelings: the origin of language, the development of language skills in young children. According to Harmer (1991), language is a tool to communicate between one people to another to make relationships among them. Based on the theories above, the researcher assumes that language is a system of communication by sound used by a number of people to communicate or to interact with each other to express their ideas or feelings. A language is not always in spoken form, it can be gesture or sign. The most important in using a language is there is no misunderstanding between the speaker and listener.

According to Gebhard (2009), EFL is an acronym for English as a Foreign Language and is studied by people who live in places where English is not a first language, such as in Italy, Saudi Arabia, and Vietnam. Furthermore, he states that there are fewer chances for students to use English outside the classroom in EFL settings.

Based on the theory above, the researcher assumes that EFL is English learned by people who do not live in an English-speaking country or do not use English as their first language. They do not use English in their daily communication. The learners who

learn English as a foreign language just have a little chance to use English in outside the classroom because not all people speak English. They speak with their mother, for instance, in Indonesia, they speak Bahasa Indonesia. So, they just use English in a particular situation, such as business, it is supported by Harmer (2007) that EFL described situations where students were learning English in order to use it with any other English speakers in the world when the students might be tourists or business people.

In Indonesia, teaching English as a foreign language is not easy. They will find some of the problem, because the students do not use English for daily communication. They just use English when they have English class. The environment does not support the student to use English in their daily activity. Teacher needs creativity to teach English in real life. The activities in the classroom should be based on the needs in real life. The students are expected to be able to use English after they learn in the classroom. Teaching English as a foreign language is guiding and encouraging students to be able to use English communicatively based on real situations.

According to Harmer (2004), English as a foreign language is generally taken to apply to students studying general English at school and institute in their country or as a transitory visitor in the target language country. It means that teaching English as a foreign language is creating a situation where the students can use English as a means of communication. The students should be put into real situation that they can use English for communication both spoken and written form.

#### **A. *The Concept of Writing***

Writing is one of the four skills to be achieved in English language learning. The students' ability in writing gives easily to express their ideas, feelings and thoughts in writing. Therefore, writing has been characterized as written thinking.

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent speech sounds and may also have symbols for such things as punctuation and numerals.

In WordReference (2010), Writing is one of the ways to give an idea or message, which is a form in writing on a piece of paper or other areas. It is an act of making marks on a certain surface. Specifically, writing is one kind of expression in language created by a particular set of symbols, having conventional values for representing the wordings of a particular language that is drawn up visually.

Based on the statement above, the researcher concludes that writing is making a hand writing where the one who writes gives a form for everything he or she thinks and whatever he or she feels. A researcher has to be able in using written language to give an idea or message.

Bryne (1995) states that writing is learned through a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing.

According to White (1981) in Nunan (1989), writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is a crucial difference between the spoken and the written form of language. There are other important differences all. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing was originally involved since it makes possible the transmission of a message from one

place to another.

Based on the statement above, the researcher concludes that writing is critical for us although it is less used in speech. To make our communication effective, we must understand the learning writing process. However, writing cannot be stated as simple activity. In writing we have to master a writing component, such as vocabulary, grammar, punctuation and spelling, they must be used correctly. Moreover, writing must include structure, format, and content of writing. So that the researcher can integrate information or message into the cohesive and coherent paragraph and text.

Harmer (2004) "Writing (as one the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English." It is supported with his statement that "Writing encourages students to focus on accurate language use. Because they think as they write, it may provoke language development as they resolve problems which the writing puts into their minds." It means that writing is an important skill that the teacher should also be concerned about because not all students like to speak a lot, some of them enjoy writing in their books. We know that writing is one way to express our feelings, though, ideas and sometimes, it can give us some recognition.

According to Raimes (1983), writing reinforces the grammatical structure, idioms, and vocabulary taught to our student. It means that writing can help students to learn and their idea, feeling, and thought through written form. Furthermore, Raimes (1983:3) said that to be successful in writing; student should require more attention because when they wite, they need to be involved fully with a new language.

Raimes (1983) states, "the close relationship between writing and thinking makes writing a valuable part of any language course. It means that writing has a close relationship with everyone can reduce stress and worries, sometimes, they can feel satisfied when their writing is useful for other people. Raimes also add "The basic assumptions that writing means writing a connected text and not just simple sentence, that researchers write for "purpose" and a reader, and that the process of writing is a valuable learning tool for all of our students.

Writing can help us to get a resolution of our problem. By writing, we can also practice our knowledge in making a composition in a good structure then our vocabulary can be developed. We should also consider the importance of writing. Writing as one of the four skills in learning a language, in this case, the language is English, has a crucial role as a practicing media when someone learns a language. In writing someone can explore and share all of their felling, ideas, opinion, and thought therefore other people can know about it.

#### ***B. The Concept of Narrative Text***

Anderson and Anderson (1998) state that a narrative is a text that tells a story and entertains the audience. The purpose of a narrative text, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. Narrative can be presented as written or spoken texts. Written narratives often take the form of novels. A narrator usually tells the story. If the narrator is one of the characters in the story, the story is said to be told in the first person. If a person outside the story is the narrator, then the story is being told in the third person.

Isdaryanto (2012) states that "narrative text is a text which contains about the story (fiction/nonfiction/tales/folktales/fables/myths/epic) and its plot consists of

the climax of the story (complication) then followed by the resolution". He adds that a narrative text can amuse, entertain, and deal with actual or vicarious experiences differently. The narrative deals with problematic events that lead to a crisis or turning point of some kind that finds a resolution.

The narrative text of a short story is telling a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration needs not be factual and may be written from the perspective of a character in the text.

### **C. *The Concept of Teaching Writing***

Teaching writing is the most important skills that must have by teacher. Writing is a basic skill, it is most important reason to teach writing. Students need to know how to write kinds of text or easy. Because When teaching writing, the teacher must be sure to select resources and support materials that help the teacher teach how to write and help the students learn writing effectively.

According to Murcia (2001), writing is a communicative activity that needs to be encouraged and nurtured during the language learner's course of study. The teacher has a crucial role in the teaching writing process. Teachers as students' facilitator who have duty to help students in teaching learning process especially in writing.

Yrne (1995) states, "Sometimes writing comes easily if we are in the right 'mood' or have a clear and perhaps pressing need to express something". The statement above means that the teacher should be able to increase the student's interest in the classroom. The teacher should choose the appropriate technique that must be interesting and relevant for the students.

### **D. *The Concept of Group Work***

Whatever the seating arrangement in the classroom, students can be organized in different ways. They can work in group. Group work is a very useful and efficient way of working in language teaching. It is simple to organize and easy to explain.

According to Brown (2001), Group work is a generic term covering various techniques. It means that group work is a technique in learning process that consist of two or more students to do an activity. Two or more students are assigned a task that involves collaboration and self initiated language. They can give their initiative or their ideas in doing the assignment in their group.

Group work is one pedagogical strategy that promotes participation and interaction. It fosters a deeper and more active learning process, and it also provides instructors with valuable demonstrations of the degree to which students understand particular topics or concepts. In addition to exposing students to different approaches and ways of thinking, working with other students in groups can promote a sense of belonging that combats the anonymity and isolation that many students experience at a large campus. Some students may initially be reluctant to participate in group work, so sharing the reasons for group work with your students can help to convince the reluctant ones. It might help them to know that research has shown that groups frequently devise more and better solutions than the most advanced individual. Working together in groups also allows students to learn from and teach each other. Classroom research has shown that students often learn better from each other than they do from a teacher.

Based on the explanation above, the researcher considers that group work is the

easier way for students' learning process in studying English. In group, we can discuss our difficulties in searching for alternatives or finding a way to face study challenges. The students will be easy to give or ask their opinion or idea.

#### ***E. The Advantage of Group Work in Teaching Writing***

According to Harmer (2007), there are advantages of using Group Work in teaching Writing, They are 1) Like pairwork, it dramatically increases the number of talking opportunities for individual students; 2) Unlike pairwork, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than in pairwork; 3) It encourages broader skills of cooperation and negotiation than pairwork, and yet is more private than work in front of the whole class; 4) It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher; and 5) Although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole-class or pairwork situation.

#### ***F. The Disadvantage of Group Work in Teaching Writing***

According to Harmer (2007), there are disadvantages of using Group Work in teaching Writing, They are 1) It is likely to be noisy (though not necessarily as loud as pairwork can be). Some teachers feel that they lose control, and the whole-class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities; 2) Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else; 3) Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate; and 4) Groups can take longer to organize than pairs; beginning and ending groupwork activities, especially where people move around the class, can take time and be chaotic.

#### ***G. The Frame of Thinking***

Writing can help us to get a resolution of our problem. By writing, we can also practice our knowledge in making a composition in a good structure then our vocabulary can be developed. We should also consider the importance of writing. Writing as one of the four skills in learning a language, in this case, the language is English, has a crucial role as a practicing media when someone learns a language. In writing someone can explore and share all of their feeling, ideas, opinion, and thought therefore, other people can know about it.

The purpose of a narrative text, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. Narrative can be presented as written or spoken texts. Written narratives often take the form of novels. A narrator usually tells the story. If the narrator is one of the characters in the story, the story is said to be told in the first person. If a person outside the story is the narrator, then the story is being told in the third person.

The goal of group work is to increase the students' writing skills by sharing and discussing. It will create good interaction and relationships among the group members, so it can make the students easier to give their opinion or ask the ideas to each member.

Moreover, in group work, students can also help each other to organize the ideas and sentences in their writing. By discussing, the students can share information about

what they know. Otherwise, if they work individually, the students cannot share and discuss and cannot help each other accomplish the task.

So, group work is one solution to make the students interested in learning english, especially in teaching writing. Also there is a little change to build students rapport.

## RESULT AND DISCUSSION

This study collected data on group work towards students' ability in writing narrative text. Data were collected from both the experimental and control groups. After doing the test in two classes, the researcher got the result as follows:

**Table 2. The List of Distribution of Expected Frequency and Observed Frequency**

$X_i$	Z	$Z_i$	L	$E_i$	$O_i$
39,5	-2.56	0,4948	-	-	-
46,5	-1,76	0,4608	0,034	1.02	2
53,5	-1.08	0,3699	0,0909	2.72	2
60,5	-0.34	0,1331	0,2368	7.10	5
67,5	0,39	0,1517	0,2848	8.54	11
74,5	1.13	0,3708	0,2191	6.57	6
81,5	1,87	0,4693	0,0985	2.95	4

Determining  $\chi^2_{ratio}$  using the following formula:

$$\chi^2_{ratio} = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

$$\chi^2_{ratio} = \frac{(2-1.02)^2}{1.02} + \frac{(2-2.72)^2}{2.72} + \frac{(5-7.10)^2}{7.10} + \frac{(11-8.54)^2}{8.54} + \frac{(6-6.57)^2}{6.57} + \frac{(4-2.95)^2}{2.95}$$

$$\chi^2_{ratio} = 0.941 + 0.190 + 0.621 + 0.708 + 0.049 + 0.373$$

$$= 2.882$$

The Testing creation:

Rejected  $H_0$  if:  $\chi^2_{ratio} \geq \chi^2(1 - \alpha)(K - 3)$

For the significant level 5% ( $\alpha = 0.05$ ) obtained:

$$\chi^2_{ratio} = \chi^2(1 - 0.05)(6 - 3)$$

$$= \chi^2(0.95)(3)$$

$$= 7.81$$

For the significant of 1% ( $\alpha = 0.01$ )

$$\chi^2_{ratio} = \chi^2(1 - 0.01)(6 - 3)$$

$$= \chi^2(0.99)(3)$$

$$= 11.3$$

From the conclusion above, it was good at a significant level of  $0.05 = 2.88 < 7.81$  and  $0.01 = 2.88 < 11.3$ . Therefore the hypothesis is accepted, it means the sample comes from a population that has normal distribution.

The next step, after knowing that the data have normal distribution, so the researcher did the examination of homogeneity variance from both samples by the hypothesis formula below:

$H_0 = \sigma_1^2 = \sigma_2^2$  (the variance of the data is homogenous)

$H_a = \sigma_1^2 \neq \sigma_2^2$  (the variance of the data is not homogenous)

The Formula that is used as follows:

$$F = \frac{\text{the highest variance}}{\text{the lowest variance}}$$

From the calculation above gained the highest variance that is the value of standard deviation from experimental class ( $s_1^2 = 89.49$ ) and The lowest variance that is the value of standard deviation from control class ( $s_2^2 = 51.5$ ).

The next step, the data are included into the formula:

$$F = \frac{\text{the highest variance}}{\text{the lowest variance}}$$

$$F = \frac{89.49}{51.5}$$

$$F = 1.73$$

The testin creation:

Rejected  $H_0$  if  $F_{hit} \geq F_{1/2, \alpha}^{(v_1, v_2)}$  with  $V_1 = n_1 - 1$  and  $V_2 = n_2 - 1$

And also it uses the real level 0.05 and 0.01

$$\begin{aligned} \text{For } \alpha=0.05 \text{ obtained from } F_{daf} &= F_{1/2, 0.05(29, 29)} \\ &= F_{0, 025(29, 29)} \\ &= 1,85 \end{aligned}$$

$$\begin{aligned} \text{For } \alpha=0.01 \text{ obtained from } F_{daf} &= F_{1/2, 0.01(30, 30)} \\ &= F_{(0, 005)(29, 29)} \\ &= 2,41 \end{aligned}$$

From the conclusion above that at level 0.05 and 0.01 were obtained,  $F_{hit} < F_{daf}$  ( $1,73 < 1,85$ ) and ( $1,73 < 2,41$ ) so that  $H_0$  is accepted and it mean that the sample has homogeneous variance.

The next step, after knowing that the data have normal distribution and have homogeneous variance. the researcher did the examination of hypothesis test. In this research, the researcher used  $t_{test}$  formula as follows:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with

$$S = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Based on the previous calculation, the researcher got:

$$\bar{x}_1 = 30$$

$$\bar{x}_2 = 30$$

$$\bar{s}_1 = 63.76$$

$$\bar{s}_2 = 51.5$$

$$s_1^2 = 89.49$$

$$s_2^2 = 67.03$$

Before the data was concluded into  $\square \square \square \square$  the researcher used the following formula:

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\ &= \frac{(30 - 1)(89,49) + (30 - 1)(67,03)}{30 + 30 - 2} \\ &= \frac{2595.21 + 1943.87}{58} \\ &= \frac{4539.08}{58} \end{aligned}$$

$$= 78.26$$

$$S = 8.84$$

After standard of deviation was found, the researcher calculated them into t- test as follow:

$$t_{\text{test}} = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\square_{\square\square\square\square} = \frac{63.76 - 51.5}{8.84 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$\square_{\square\square\square\square} = \frac{12.26}{8.84 \sqrt{0.03 + 0.03}}$$

$$\square_{\square\square\square\square} = \frac{12.26}{8.84 \sqrt{0.06}}$$

$$\square_{\square\square\square\square} = \frac{12.26}{2.12}$$

$$\square_{\square\square\square\square} = 5.78$$

### 1. Equality Test of the Averages

The hypothesis are:

Ho :  $\mu = \mu_1$  : (There is no any influence of using groupwork towards students' ability in writing narrative text-ability at the eighth class of SMP PGRI 1 Palas)

Ha :  $\mu \neq \mu_1$  : (There is an influence of using groupwork towards students' ability in writing narrative text at the eighth class of SMP PGRI 1 Palas)

**The testing criterion:**

Ho is rejected if  $\square_{\square\square\square\square}$  or  $\square_{\square\square\square\square} > \square_{\square\square\square\square}(1-\frac{1}{2}\alpha)$

$\square_{\square\square\square\square} = \square(1-\frac{1}{2}\alpha)(df)$ , where  $df = (\square_1 + \square_2 - 2)$

For the significant level  $\alpha = 0.05$  it is obtained:

$$\square_{\square\square\square\square} = \square(1-\frac{1}{2}\alpha)(df)$$

$$= \square(1-\frac{1}{2}0.05)(30+30-2)$$

$$= \square(0.975)(58)$$

$$= 2.00$$

For the significant level  $\alpha = 0.01$ , it is obtained :

$$\square_{\square\square\square\square} = \square(1-\frac{1}{2}\alpha)(df)$$

$$= \square(1-\frac{1}{2}0.01)(30+30-2)$$

$$= \square(0.995)(58)$$

$$= 2.66$$

Based on the data analysis, it was got  $\square_{\square\square\square\square} = 5.78$  and  $\square_{\square\square\square\square} = 2.00$  and  $\square_{\square\square\square\square} = 2.66$ . it means that  $\square_{\square\square\square\square} > \square_{\square\square\square\square}$ . So the researcher could conclude that there is positive influence of using group work towards students ability in writing narrative text at the eighth class of SMP PGRI 1 PALAS in 2020/2021.

### 2. Difference Test of Two Averages

The hypothesis are:

Ho :  $\mu_1 \leq \mu_2$  (The average score of students' writing narrative text ability who were taught by using groupwork smaller than who were taught by using

conventional technique at the eighth class of SMP PGRI 1 PALAS in 2020/2021.).

HA :  $\mu_1 \geq \mu_2$  (The average score of students' writing narrative text ability who were taught by using groupwork higher than who were taught by using direct instruction at the eighth class of SMP PGRI 1 PALAS in 2020/2021.).

The alternative hypothesis (Ha) is accepted with  $df = (n_1 + n_2 - 2)$  at significant level 5% ( $\alpha = 0.05$ ) and 1% ( $\alpha = 0.01$ )

$$\begin{aligned} \text{Where } df &= (n_1 + n_2 - 2) \\ &= 30 + 30 - 2 \\ &= 58 \end{aligned}$$

$$\begin{aligned} t_{\text{table}} &= t_{(1 - \alpha)(df)} \\ &= t_{(1 - 0.05)(30 + 30 - 2)} \\ &= t_{(0.95)(58)} \\ &= 1.68 \end{aligned}$$

$$\begin{aligned} t_{\text{table}} &= t_{(1 - \alpha)(df)} \\ &= t_{(1 - 0.01)(30 + 30 - 2)} \\ &= t_{(0.99)(58)} \\ &= 2.42 \end{aligned}$$

The result finding was  $t_{\text{table}} = 5.78$ , therefore  $t_{\text{table}}$  is higher than  $t_{\text{table}}$  of the students distribution, so the  $H_0$  was rejected. So that, it can be concluded that the average score of students' writing ability who are taught by using groupwork towards students' ability in writing narrative at the eighth class of SMP PGRI 1 PALAS in 2020/2021.

In this case, the researcher would like to say that teaching by using groupwork is one technique that can motivate students in learning english. It is supported from Harmin's (2006) theory that said that instructing small groupwork at a task and practice interpersonal skills while working. This strategy is a most powerful form of cooperative learning. It advances not only academic learning but also an effective interpersonal skill. It means that learning in group will be better than learning individually. Related to the opinion above, it can be concluded that groupwork is the solution to finish the students difficulties in writing.

Based on the analysis above, the researcher concludes that students' writing ability for the students who are taught by using groupwork is higher than the students' writing ability for the students who are taught individually. It is why the researcher suggests groupwork must be applied for teachers in teaching writing.

## CONCLUSION

After discussing and analyzing the data, the researcher would like to conclude that there is a difference in the achievement of students' writing ability between the students taught by using groupwork and the students taught without groupwork at eighth class of SMP PGRI 1 PALAS. The researcher can conclude that the average score of the students taught by using group work technique in experimental class is higher than that of individuals in the control class. The score of the experimental class was (89.49) and the score of the control class was (67.03). It means that teaching by using groupwork is an appropriate technique in teaching writing activity. Besides,

groupwork influences students' ability to write narrative text of eighth class at SMP PGRI 1 PALAS in 2020/2021. The result of data analysis shows it in which  $t_{hitung} = t_{tabel} = 5.78$  it is that  $t_{hitung} > t_{tabel}$ . Groupwork in teaching writing has positive influence to help the students to increase their writing ability and the students enjoy the teaching activity using groupwork.

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