THE EFFECT OF APPLYING GROUP MENTORING TECHNIQUE ON STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

NURUL HIDAYANI KHAIRI SIMANJUNTAK
NPM. 1302050338

THE FACULTY OF TEACHERS' TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018

ABSTRACT

NURUL HIDAYANI KHAIRI S : 1302050338 "The effect of Applying Group Mentoring Technique on Students' Achievement in Writing Recount Text". Skripsi : English Education Program. Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.

The objective of the research was to find out the effect of applying group mentoring technique on students' achievement in writing recount textand to found out the students' difficulties in writing recount text by using group mentoring technique. Group mentoring technique helps student to generate the idea and engage themselves more deeply in writing their expression dealing with their imagination or their own experience. The population of this research was eighth grade students' of SMP Muhammadiyah 58 Sukaramai, Medan. In Academic year 2016/2017, which the total of population was 46 students. They were devided in to two groups: 30 students as experimental group and 30 students as control group. The experimental group was given treatment by group mentoring technique and control group using direct method. The instrument of the research is written test, which used pre test and post test. The result of this research showed that t- observe value was higher than t- table in which $t_{obs} > t_{table}$ .The hypotesis was accepted. It means that there were a significant effect of applying group mentoring technique on students' achievement in writing recount text.

Keywrod: Group Mentoring Technique, Writing, Recount Text

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Firstly, the researcher would like to express her thanks to Allah SWT, who has given her blessing and mercies, so that she could fnish the study. Secondly, the researcher would like to express her thanks to our prophet Muhammad SAW, who has brought human from jahiliyah into the islamiyah era. Thirdly, she would like to thanks her beloved parents, Bahrum Simanjuntak and Maimuan Panjaitan for their sincere prayers, love and support in moral and material during her academic year completing her study.

In writing this study entitled "The Effect of Applying Group Mentoring Technique on the Students' Achievement in Writing Recount Text". In writing this skripsi, there were many difficulties and problem faced by her and without much help from the following people, it might be impossible for her to finish it.

Further more, she would like to thanks to the people mention bellow:

1. Dr. Agussani, M.AP as the Rector of University of Muhammadiyah Sumatera Utara

2. Dr. Elfrianto Nasution, S.Pd M.Pd as the Dean 1 of FKIP UMSU, who has given recomendation to carry out this research.

3. Dra. Hj. Syamsuyurnita, M.Pd as the Vise dean 1 of FKIP UMSU, who has encourage her education in FKIP

4. Mandra Saragih, S.Pd M.Hum as Head and Pirman Ginting, S.Pd M.Hum as secretary of English Departement FKIP UMSU for their encouragement to the research during the process of writing this study.

5. Dr. T.Winona Emelia M.Hum, as her supervisor who has given her suggestion,ideas,comments and guidance in writing this study,

6. Dewi Zahara, S.Pd as headmaster of SMP Muhammadiyah 58 Medan for helping the researcher to did this research.

7. All lectures, especially those of English Departement for their guidance, suggestion and encouregement during her academic year at FKIP UMSU.

8. A lot of love to her future husband Toriq Singeara, and her sisters Hayati Muslimah Simanjuntak, S.Pd and Fira Aziza Simanjuntak who has given much support in her study.

9. Her classmate of VII –A evening class of 2013/2017 academic year. Especially Eka Diana Ritonga S.Pd, Fatimah Hanum Rambe S,P.d and Ika Sastari S.Pd. And for all people who unmentioned in this study, thanks for everything and help, may Allah bless them all.

The researcher realizes that this skripsi is still far from being perfect. So, the researcher hopes suggestion and comments from all the readers or other researcher who want to study this study.

Finally, the researcher hopes that this study will be useful for the readers, especially the stuents of english departement who want to do similar reseaarch and also for researcher herself. May Allah bless all of us.

Medan , September 2017
The Researcher

<u>Nurul Hidayani Khairi S</u>
NPM. 1302050338

TABLE OF CONTENT

ABSTRACT

ACKNOWLEDGEMENT

TABLES OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I INTRODUCTIO

CHAPTER II REVIEW OF LITERATURE

CHAPTER V CONCLUSSION AND SUGGESTION

REFERENCES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing was one of the language skill which was important in our life. Because through writing, we could inform others,carry out transactions, persuade, infuriate and tell what we feel. In Wordreterence (2010), Wiritng was one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It wais an act of making marks on certain surface. Specially, writing was one kind of expression in language which was created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

Harmer (2001 : 225) states writing text has a number of conventions which was separate it out from speaking. Both speaking and writing were used as the form of communications, but they were different. Writing was used to express ideas, thoughts, news, experiences, opinions, so others can read them. Writing was a lingusitic competence that is expressed in written form (Pardiyono :2007)

The aim of writing was conveying the ideas or thoughts to writing form. Writing was process of putting ideas in to words, and then arranges the words into sentences, and then combines them in to paragraph. A good writing was discovered by combination of words which allow persons integrity to dominate their subject with a pattern both fresh and original (Hyland :2002). Writing required the mastery of vocabulary, spelling, grammar, punctuation, appropriate

content, coherence. Since all that materials are difficult to master, writing becomes difficult to be mastered.

Based on the observation that has been done in SMP Muhammadiyah 58 Medan, the researcher found some identification problems and some factors challenging: (1) The students were not interested the teacher methods (Lecture Method), because during the teaching learning process the students just sit and listen; (2) The knowledge of students in English was low (includes vocabularies, grammar, and text genres) the students difficult to understood and catch the explanation and instruction the the teacher gives, therefore it makes the students difficult to express their ideas; (3) English was a foreign language in Indonesia, in which the students were exposed to English only in the classroom; (4) The number of students in one classroom is large; (5) The teacher was not satisfied whenever the students make mistakes and tell the student what was right rudely. It makes the studdents afraid, shy and not confidence to explore their ideas. So the students got nothing when the lesson ended.

To solve these problems above, the researcher needs to find an effective technique. English teaching expert have created various technique in English Language Teaching. Some examples of technique in teaching learning process were group mentoring technique,clustering technique, guiding questions technique, field trip technique, dictation technique,etc. This research, the researcher focuses in Group Mentoring Technique. Group Mentoring is one of the effective technique that are useful to help the students to get in touch with the ideas. By grouping the students, the teacher will be easier to teach them. And the

students would encourage by their friend in the group, so they can improve their ability, especially in writing.

Group Mentoring could be used to generate ideas for writing of many forms: essay, poems, short story, business report, song lyrics, even novels. It means the students will helped to develop and their ideas easily since the reasons why the students were difficult to write their lack of direct means to develop and precede the ideas.

In group mentoring technique, there would be a leader or mentor who would the mentor or tutor in each group because it was impossible for the teacher to tutor all students one by one. Then, it was easier to see their ability in working together with their friend. Next, if there was a student who was afraid to ask their idea to their teacher, it would helpful to have a friend who can teach the lesson well. Good and Brophy (1984:294) state in particular, high achieves in heterogeneous group, with the students moving into the roles of the tutor and tutee spontaneously. Consequently, the group mentoring technique was the right and effective technique to be used by the researcher in the research to help the students to get and generate ideas and knowledge, be more active and confident in the group, and get more motivation to write, so they can improve their ability in writing.

B. The Identification of the problems

The problem of the study were formulated as follows:

1. The students difficulties in arrange ideas in writing recount text

2. The students have less vocabulary

3. The students have less knowledge about grammar of English

4. The students feel bored with writing technique from teacher

C. The scope and limitation

The scope of this study was on the writing ability and the limits in group mentoring technique on students' ability in writng recount text.

D. The Formulation of the problem

The problems of the study was formulated: was there any significant effect of Group Mentoring Technique on the students' achievement in writing recount text?

E. The Objective of the Study

The objectives of the study was: To find out the significant effect of Group Mentoring Technique on the students' achievement in writing recount text

F. The Significance of the Study

The result of this research was expected to be useful for:

1. Theoretically

As input for other researcher to make education policy in the teaching English who want to do research on the same issue and also this research could be developed by next researcher in different skill and participant.

2. Practically

The researcher expects that the result of the study will be useful for:

a. Teachers, to provide the English teachers a plan and to condduct a better and interesting learning process, used as an alternative strategy.

b. Students, to get their experience by using Group Mentoring Technique to learn writing recount text easily and enjoyable

c. The researcher, to help other researcher who interest in this study. It was hoped that other researcher would be conducted as much more in depth study descriptive in writing and try to find out some other technique applicable to teach writing recount text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In this chapter, the researcher would describe the concept dealing with the research. Writing, Group Mentoring Technique as the basic description in understanding the concept used in this research.

1. The Description of the Effect

According to Richard (2001:133), Effect was defined to change of ability that the students have after treated by using certain technique or games of teaching. Effect in this research means as any ability improvement after learning something.

The results of effect in teaching is the improvement of the students' achievement. Achievement was the result of learning process which involves teachers with studnets. The improvement in which achievement by the students then a realized in the form of score, so that it would be acknowledge the certain position of a students in the class because the score they have reflect their improvement in the learning process.

Slamento (2010:15) "Effect in this research means any ability improvement after learning something". It was usually in expect method in which is an idea or hypotesis tested or verified by setting up situation in which the relationship between different subject and variable can be determine.

The effect of teaching treatment in language was related to the changes of getting something in to our cognitive system. Buehl (1995:78). " The result of effect in teaching is the improvement of ability". The ability was the result of learning process which involves teacher with students.

2. Description of the Approach, Method, Strategy and Technique

2.1 Approach

Brown(2001:16) stated that An approach was theoretically well-informed position and belief about nature of language, the nature of language learning, and the applicability of both to pedagogical setting. Setiyadi (2006:8) stated that an approach was a set of correlation assumption dealing with the nature of language and the nature if language learning and teaching. Approach was the level at which assumption and beliefs about language, language learning.

2.2 Method

Brown (2001:16) states that methods that a generalize set of classroom specification for accomplishing linguistic objectives. Method tends to be concern primarily with teacher and students roles and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. Setiyadi (2006:14) stated that method was theoretically relate to an approach, organize by design, and practically realize in procedure.

2.3 Strategy

Brown (2001:13) stated that strategies were specific methods of a approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.

2.4 Technique

Brown (2001:14) states that" technique was the specific activities manifested in the classroom that are consistent with a method and that were consistent with a method and therefore were harmony with an approach as well. More clearly stated that technique as a super ordinate term to refer various activities that either teachers or learners perform in the classroom. In this case technique is helped someone to improve the student achievement in mastering the language. So it will very usefully to be applied in the classroom, with the technique teaching process will be facilitated and enjoyable to study.

In fact, technique was kind of strategy to make a leson more understands able by the students. In other word, the teacher device a kind of activity then simulated the curiously of the students when the laerning process occured. It was a particular trick, strategy or contrivance use to accomplish and immediate objective technique to be consistent with a method and therefore in harmony with an approach as well. Further, technique depends on the teachers, his individual art and on the composition of the class particular problem must be track equally successful by the different technique.

3. Group Mentoring Technique

1) The Nature of Group Mentoring Technique

Group Mentoring Technique is an association of individuals whose purpose is to promote the professional development of its members with the assistance of a Mentoring Group Leader. This group-oriented experience provides numerous kinds of mentoring assistance including information sharing, advice,

social,support, coaching, counseling and empowering individuals to greater competency.

Mentoring as increasingly used in both preserve programs. Socioculturalists agree that mentoring has greater potential to support teacher learning since knowledge was situated in and grow out of the contexts of mentors use. With support of mentor, it could learn to perform beyond his/her independent performance level. It was relevant to the issue of effective mentoring. Teacher education programs have been encouraged to devote more attention to developing partnerships with schools and helping teachers become equipped to mentor interns(Sutherland,2005)

According to Garvey and Alred (2003) mentoring was a learning partnership between a more experienced and a less experienced individual. Mentoring focuses and motivates students toward achieving learning goals (Gandara et al: 1998). In addition, Carvin (2011) states group mentoring was a methodology for individual development that utilizes multiple experts (mentors) and multiple learners (mentees) in group setting. Although structured as a group, learning was individual and each mentee works on his or her own unique learning needs and development goals.

According to McKimm et al (2007)a mentor was a guide who could help the mentee to find the right direction and who could help them to develop solution to issues that they deal. Mentoring provides the mentee with an opportunity to think about career option and progress. A mentor should help the mentee to believe in himself/herself and boost them confidence. A mentor should ask

question and challenge, while providing guidance encouragement. Mentoring allows the mentee to explore new ideas in confidence. In many secondary and post secondary schools, mentorship programs were offered to support students in program completion, confidence building and transitioning to further education or the workforce.

Not all the students felt comfortable to work alone, especially for those students who have low understanding about topic discussed in the class. They were usually afraid to ask the teachers about the lesson. Sometimes, they feel more comfort to ask and learn from their friends. With Group Mentoring Technique, students are expected to make certain that everyone in their group has the same understanding and mastered the lesson which is discussed. Learning in group also can increase their confidence and motivation to learn in English especially in writing skill, because the most important goal of group mentoring was to provide students which the knowledge, concepts, skills and understanding they need to become happy and contributing of our society(Garvey,2003).

So, the researcher will set the mentor from the students itself. Students are assigned to four or five member learning group that was mixed in performance level, genre and ethnicity. One of the students in every group will be chosen to be the leader or the mentor in that group. The teacher present a lesson and the students work within their teams to make sure that all of the team members have mastered the lesson. Then all students take individual quizzes on the material, at which they may not help each other.

2) The advantages and Disadvantages of Group Mentoring Technique

According to Pelawi (2012) there is the advantage and disadvantages of group mentoring technique are described as follows:

Table 2.1
Advantages and Disadvantages of Group Mentoring Technique

Advantages	Disadvantages
Group Mentoring Technique helps the students to improve their writing ability and decrease their shyness and increase their courage and motivation to learn, because every student will be involved and can learn together with their friends and also mentored by their own friends. By appying Group Mentoring Technique, the students improve their academic performance and build a better relationship with their friends. They can learn from the experience of their friends. By applying this technique the teacher also teach the students to be able to work with others and all their ideas together.	One of the obstacles of the Group Mentoring Technique method is management of time and control classroom. Then the situation of teaching learning process will be noisy due to the students discussion.

Hayward (2001) states there were several impacts of the students by applying group mentoring technique:

1. Improved self image, confidence and motivation

2. Raised expectations of their potential, matched by greater achievements and a clever vision of career goals

3. Better social skills, forming relationship with staff, peers and family

4. Improved attitude and behavior both inside and out of school

5. Improved attendance and punctuality, reducing exclusion

6. Greater adaptability when faced with new or challenging situations

7. Better at self-organization and taking ownerships of their problems

In the classroom there should be some students can be the mentor to the lower ability students. Good and Brophy (1984-298) states in particular, high achiever in a group tend to tutor low achievers in the same group, with the students moving into the roles of tutor and tutee spontaneously. Therefore, Group Mentoring Technique could become helpful technique used by researcher to get and generate ideas, help them to be more active and confident in group, get more motivation to write and get more knowledge.

3) The steps of Teaching with Group Mentoring Technique

1) The teacher introduced the topic which be discussed. It would be started by talking about happening case around them before the explanation of news will be given.

2) Pre-test will be given in order to know the mean score of student and determine the high achievers in the class whom were the mentors of the group.

3) The teacher would divided the students into groups. Each group consists of 4 or 5 students whose gender and ability divided fairly. One of them was the high achiever and he/she will be the mentor.

4) The teacher explains the material about recount text

5) The teachers would given an example of recount text and how to write it.

6) The teacher asks the students to write a recount text by using group mentoring technique. If the students have difficulties they could ask the mentor and especially the teacher as the biggest mentor of the class.

7) The teacher collects the result of each group then asks every group to present it. The teacher and other groups give suggestion to the presentation.

8) The teacher gives postest by asking the students to write recount text individually.

4. Description of Students' Achievement

Based on the C.Jack Richard Schmidt (2001:6) there were three aspects of achievement: affective, cognitive, psychomotor that could be connected to the purpose of learning causes the three dominants influence the students' point of view towards the material taught. Cognitive consists of knowledge, understanding, application, analysis, synthetic and evaluation; it means that students must had existed knowledge in their memories. Affective was the changed of behaviour that affects someone lies to do something, and psychomotor was a skill to do something, ready to do it based on physic and emotion, self-control and become a habit; students could write to an essay by their own selves to know students' achievement the teacher do some tests to students. Then, from the test, teacher could measure student progress or achievement.

Based on explanation above, it could be concluded that students' achievement was the successfulness of the students in finishing or gaining

something that they already learned in some educational experience and the teacher from their score can measure it.

5. The Description of Writing

Writing was among the most important skills that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and listening. In other words, the researcher can say that writing is an indicator whether students have gained all skills before or have not. Before the students have to write, they should be able to listen, to speak and to read.

Writing skill differs from other skills like speaking and listening. According to Meyers (2005:436), writing was an action process of discovering and organizing ideas, putting them on a paper, reshaping and revising them. By Nation (2009:112) who states that writing was an activity that can usefully be prefered for by work in other skills of listening, speaking and reading. Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulverness and Williams (2005:26) state that writing and speaking belong to productive skills. She said that speaking and writing particularly, involve producing language rather than receiving it.

It means that writing and speaking would produce an output as an indicator that students had learnt both those skills. It was clearly that the output of speaking skill could be written stories, letters or other text types.

Writing was very significant for students in term that they should take notes from their teacher, make a report and finish assignments from the teacher. It could be also an indicator to show that they have gained the information. It was

significant for students to master writing skill the researcher. If they didn't master it, it would be difficult for them to share their teacher or their friends anything in a written form.

Writing deals with a language acquisition as students' experiment with word, sentences and paragraph to communicate idea as effectively. Students also reinforce grammar and vocabulary they got in class. Writing is also stated as a production of original text based on students' mind and linguistic resources. They use their own vocabulary to write sentences or stories, practicing handwriting or filling in the blanks.

Writing was the last output after students learn separate acts continuosly. Wallace (2004:15) states that writing was the final product after students learn several stages of writing separately before. Those stages are not-taking, identifying a central idea, outlining, drafting and editing. It means that writing was a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learn with fun.

6. Writing Process

Elbow (2004) states the traditional process of writing a paper on an academic topic typically includes the five steps of pre-writing, drafting, revising,editing and publishing. When students learn to write, the use an analytic thinking process with an emphasis on the revision stage and generally the format was an essay, a longer report or a research paper. When students write to learn, they use a broader thinking process. The emphasis is on making connections with

course content and discovering new understanding. Writing to learn formats include journal entries, short notes and commentary. Students write to explore, personalize and become more familiar with content.

Harmer (2004) states that process of writing was a way of looking at what people do when they compose the written text. It means there some steps in writing process, they were:

1. Planning

Before starting to write or type, the writers should try decide what they were going to say. When planning, the writers have to think about three main issues. The first was considering the purpose of their writing will influence not only the type of the text but also the language they use and the information they choose to include. The second was thinking about audience they are writing for, since this would influence not only the shape of the writing but also the choise of the language, for example it was formal or informal in tone. Third, considering content structure of the piece, how best to sequence the facts, the idea or arguments which they have decide to include.

2. Drafting

Drafting was the first version of a piece of writing. The first "go" at a text was often done on the assumption that will be amended later. As the writing process into editing, a number of drafts may be produced on the way to the final version.

3. Editing

   After producing a draft which was made a writer, usually they read through what they have written to see where it works and where it doesn't. They check many things from their writing, such as, the order of information, the meaning whether ambiguous or confusing. They made then move paragraph around or write the new introduction. They might use a different form of words for particular sentence. Others readers or editor who comment and make suggestions usually help the writer to reflect and revise their writing. The reaction of readers to a piece of writing will help the author to make appropriate revisions

4. Final Draft

   The writers who have edited their draft, making the changes they consider to be necessary, they produce their final version. The original plan and the first draft have some differences. It was caused by the things have changed in editing process.

   The writers need to represent these aspects of writing process in a different way, therefore; the process wheel below clearly shows many directions that writers could take either travelling backwards or forwards around the rim or going up and down the wheel's spokes. Only when the final versions really was the final version has the process reached it culmination.

7. **Kinds of the Text**

   Furthermore, Gerrot & Wignel (2001:190-219) there were twelve types of genre. They were:

1. Recount has a function to retell or inform an event activity in the past

2. Report has a function to describe the way things are, with the references to arrange of natural or non-natural phenomenon or things in the world

3. Exposition has a function to persuade the reader that something in case or not.

4. News item has a function to inform the readers about events of a day.

5. Anecdote has a function to share with others an account of a usual or amusing story.

6. Narrative has a function to amuse, entertain actual or vicarious experience a different way.

7. Procedure has a function to explain how something through a sequence of action or steps is done.

8. Description has a function to describe a certain person, place or things.

9. Explanation has a function to explain the process involved in the information of natural or socio cultural phenomena.

10. Discussion has a function to present (at least) two points of view about an issue.

11. Review has a function to give critique about an art or event for a public audience.

12. Hortatory exposition has a function to persuade the reader or listener that something should or should not be there case.

8. Recount

8.1 Definition of Recount

According to Hyland, recount was a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text was past tense. Social purpose of recount was to reconstruct past experiences by retelling events in original sequence. We could look at the sample of recount in personal letters, police report, insurance claims and incident reports.(2004,p:29)

In line with the statement above, Anderson says(in Yusnita 2011,P:3), recount text was a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the Recount text was to retell events with the purpose of either informing or entertaining their audience (or both). The Basic Recount consists of three part such as (a) The setting or orientation- background information answering who? When? Where? Why? (b)Events are identified and described in chronological order (c) Re-orientation which is concluding comments express a personal opinion regarding the events described. Beside that the language features of the recount text such as:

1. The language is written in simple past tense

2. Frequent use is made of words which link events in time,such as next, later, when, then,after,before, first,etc.

Recount text can be occured in the form of personal recount (such as biography), factual recount, or imaginative recount. The major difference between

recount and narrative tetx is the generic structure. If a passage doesn't have a conflict and it retells past events that is called as a recount text.

Recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. The sequence of event is to describe in some stories of order, for instance a time order. The generic structure of a recount consists of three parts; they are the setting or orientation, events and conclusion. The setting or orientation is the background information answering who,when,where and why. It is also where you give an outline of what you are writing about. Events are where the students write about the things that happened and are identified and described in chronological order. And the conclusion express a personal opinion regarding the events described. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tense. A recount describes events, so plenty of use is made of verbs (action words) and of adverb (describe or add more detail to verb). It describe the events word which link event such as next, later,when,then,after,before first. The lexicogrammatical features of recount focuses on specific participants, use of past tense, use of material processes, circumtances of time and place, and temporal sequence. (Djuharie, in Ramli, 2013,p:3)

8.2 Generic concepts of recount

There are three generic structure of recount. They are:

a. orientation: provides the setting and produces participants. It provides information about 'who','where' and'when'.

b. record of events: tell what happened, present event in temporal sequence. It is usully recounted in chronological order. Personal comments and/or evaluative remarks, which are interpresed throughout the record of events.(op-cit,135)

c. re-orientation:optional-closure of events. It is 'rounds off' the sequences of events.

8.3 Grammatical Features of Recount

The common grammatical features of recount text are:

a. Use of nouns and pronouns to identify people,animals,things involved

b. Use of actions verbs to refer to events

c. Use of past tense to locate events in relation to speaker's or writer's time

d. Use of conjctions and time connectives to sequence of events

e. Use of adverb and adverbial phrase to indicate place and time

f. Use of adjective to describe nouns (op-cit 135)

8.4 Types of Recount

There are three types of recount

a. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote,diary entry).

b. Factual recount: recording the particulars of an accident(e.g. report of a science experiment, police report, news report, historical account).

c. Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave;how I invented).

9. **Covential Method**

Shalomo(1999:336) said that conventional method is the method that is usually done by the teachers. Whereas, conventional method generally have certain characteristics, such as more emphasis memorize than understanding, emphasis the skills of numeracy, giving priority to the result rather than process, and teacher as center. The most traditional way of teaching and has long run in the history of education is a way of teaching by lecture. Since long time ago the teachers in an effort to transmit the knowledge to students is verbally or lecture.

Conventional method concerns with the teacher being the controller of the learning environment. It is about transmission of knowledge from the teacher to students, or it is about creating condition in which some students learn for themselves, teacher is standing at front of controlling affairs, or moving around the classroom, quiet by helping the students only when needed.

In conventional method, students are not thought to discover what they want to do. That is why in conventional method, the students will get bored and as the result they cannot express their ideas, thoughts and experiences. By using conventional method, their creativities and imaginations are limited and not improve in edition. While in Group Mentoring Technique, they can be motivate

and interest in mastery English. They are not only accept what the teacher teaches to them but also develop what they get from the teacher.

B. Conceptual Framework

In teaching writing, there are genres of text that taachers must teach. In this study, the researcher chooses Recount text as one of the genre texts that should be achieved in learning.

There are so many assumptions stated that writing is difficult skill to study and the research proved that the ability to write recount text is still low. This study was concerned to the effort to improve the ability of writing recount text through a technique. The technique that is considered here is Group Mentoring Technique.

Group mentoring is one of the effective prewriting technique that are useful to improve students' ability in writing. The using of Group Mentoring makes students feel comfortable and enjoyable with writing activity, especially writing recount text.

Group Mentoring Technique will be an effective way to improve students writing achievement. A group mentoring is a technique which involves some students in some groups with a mentor or leader in each group. By group mentoring the students are emphasized to have team goals and succes depend on the learning of all group members. In this technique all of the others members must work independently, with the big motivation to write from the other members especially from the mentor or leader in the group. In this technique, the learning process is concerned with two things; the first is how the teacher explains

the material to the students. The way of the teacher teaches must be creative so that the students will be easy to understand the material. The second is how the students involve in the group. Through this technique, the students are expected to be more active in group.

Students will be helped by their mentor(tutor) to be able to write recount text. This technique is helpful especially for the students who have no courage of comfortless to learn and ask the teacher directly. Students are expected to have opportunities to work collaboratively with their friends in the group with the help of tutor improve their writing abilities. It is hoped that students' achievement in writing recount text is effective by using group mentoring technique.

C. Hypothesis

Based on the expalanation of both theoretical and conceptual framework, the hypothesis is formulated as follows:

Ha= There is a significant effect of using Group Mentoring Technique on students' achievement in writing recount text

Ho= There is no significant effect of using Group Mentoring Technique on the students' achievement in writing recount text.

CHAPTER III

METHOD OF RESEARCH

A. Location

This Research would be conducted at SMP Muhammadiyah 58 Medan, it was located at Jalan, Medan, Sumatera Utara. The reason for choosing this school because based on the researcher was observation in practice teaching program that there was a problem with the students ability in the school especially in writing recount text.

B. Population and Sample

1. The population

The population of this research the VIII class students academic years 2017/2018 of SMP Muhammadiyah 58 Medan. They are two parallel classes consist of VIII^A (24 students), and VIII^B(25 students). So the population consist of 49 students.

2. The sample

Total sampling would be applied in this research in which all population of these were two classes were taken as the sample or it applied total sampling. The sample of this research are 49 students as show in the following table.

Table 3.1
Total Population and Sample

No	Class	Population	Sample
1	VIII^A	24	24
2	VIII^B	25	25
Total of sample		49	49

C. Research Design

The experimental research would be used to carry out this research. It dealt with quantitative research. This research was experimental research with different groups,experimental group that consists of 24 students and control group with 25 students. The experimental group will be taught by using Group Mentoring Technique, while control group by using Conventional Method. The students of these two groups would be given pre-test before the treatment and the test itself was the same test. The design was applied in order to find out the Group Mentoring Technique on students' achievement in writing recount text. The research design could be seen in the following table

Table 3.2
Research Design

No	Class	Group	Pre-test	Treatment		Post-test
1	VIII^A	Experimental group	✓	Group	Mentoring Technique	✓
2	VIII^B	Control group	✓	Direct Method		✓

D. Instrument of the Research

The instrument for collecting data was administering writing evaluation. The evaluation was conducted by the researcher in order to see the students'

mastery of subject they have learnt. The students were evaluated by asking them to write a writing recount text based on the topic given.

To score the students performance in writing recount text, some criteria would be used. Heaton (2001) states that there five scoring competence scale namely content, organization, vocabulary, language use and mechanics. The specific criteria would be described as follows:

1. Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentences. The criteria of scoring would be as follows:

26-30	Excellent to very good: knowledge able to substantive through development of topic sentence relevant to assigned topic
22-25	Good to average: some knowledge able of subject-adequate range-limited development of topic sentence-mostly relevant to topic, but lacks detail
17-21	Fair to poor: limited knowledge of subject-little substance inadequate development of topic
12—16	Very poor: does not show of subject-not substantive not pertiment or not enough to evaluate

2. Organization

The organization refers to students' ability write the ideas, information in logical order. The topic and supporting sentences were clearly stated. The criteria of giving the score use as follows:

18-20	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
14-17	Good to average: some what choopy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
7-9	Very poor: essentially a translation, knowledge of English vocabulary, word from or not enough to evaluate

3. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It was aslo refers to the ability to use synonym, prefix, suffix exactly. The criteria or scoring vocabulary used are:

18-20	Excellent to very good: sophiscated range, effective word/idiom choice and usage, word from mastery, appropriate register.
14-17	Good to average: adequate range,occasional errors of words. Choice but meaning not obscured
10-13	Fair to poor: limited range, frequent errors of word, choice usage meaning confused or obscured

7-9	Very poor: essentially a translation, knowledge of english vocabulary, word from or not enough to evaluate.

4. Language Use

The criteria of scoring language use as follows:

22-25	Excellent to very good: effective complex construction- few errors argument, test, word order/function, article, pronouns, preposition
18-21	Good to average: effective but simple constructions- minor problems in complex construction-several errors of agreement, tense, number word order/function, articles, pronouns, preposition but meaning seldom obscured
11-17	Fair to poor: major problems in simple/complex construction frequents of errors of negotiations, agreement, tense, pronoun, preposition and or fragment, deletions- meaning confused or obscured.
7-9	Very poor: virtually no mastery of sentence constructions rules dominated by errors-does not communicate or not enough to evaluate

5. Mechanism

The criteria of scoring mechanism is give below:

05	Excellent to very good: demonstrate mastery of conversations- few errors spelling, punctuation and capitalization writing sentence.
04	Good to average: occasional errors of spelling, punctuation, capitalization, writing sentences

03	Fair to poor: frequent errors of spelling, punctuation, capitalization, writing sentence-poor hand writing meaning confused or obscured
02	Very poor: no mastery of convention-dominated by errors of spelling, punctuation and capitalization, paragaph- hand writing illegible or not enough to evaluge

Based on these indicator, then the students achievement in writing recount paragraph using analytic scoring based on Brown (2003:244), the scales will be as follows:

Analytic scale for rating task	
Qualitative form	Quantitative Form
Excellent to good	20-18
Good to adequete	17-15
Adequete to fair	14-12
Unacceptable	11-6
Not college level work	5-1

E. The Technique for Collecting Data

Collecting data was one of the most important parts in conducting research. The technique that was used in collecting the data was test. Students were instructed to write text recount. Then, the result was evaluated and scored based on the categories. The instrument of the research was writing test. The test was in essay form.

The data of the study were obtained by asking the students to write a recount text of at least 100 words based on the topic given. There was one topic offered.

F. The Technique for Analyzing Data

After collecting the data from the test, the data would be calculated. Here were the following procedures:

1. Reading the students' answer sheets

2. Identifying the students' answer sheet

3. Giving score to the students' answer sheets

4. Listing the score in two tables, for experimental group and control group.

5. Calculating the total score pre-test and post test in experimental group and control group.

6. Finding the mean of the score of pre test and the post tets in experimental group (X) and control group (Y) by using formua:

   a. Mean of variable X by using formula:

   $$M_X = \frac{\Sigma fx}{n} \text{ (Sudijono,2014 P.84)}$$

   b. Mean of Variable Y:

   $$M_y = \frac{\Sigma fy}{n}$$

7. Finding the standard deviation of variable X and Y by using fx^2 formula:

   a. Standard deviation of variable X

   $$SD_X = \sqrt{\frac{\Sigma fx2}{n}}$$

b. Standar deviation of variable Y

$$SD_y = \sqrt{\frac{\sum fy2}{n}}$$

c. Standard error mean variable 1

SD_{m1} or $SD_{m1} = \frac{sd1}{\sqrt{NI-1}}$ (Sudijono, 2014.P.283)

d. Standard error mean variable 2

SD_{m2} or $SD_{m2} = \frac{sd2}{\sqrt{n2-1}}$

e. The difference of standard error between variable 1 and mean variable

2

$SE_{M1-M2} = \sqrt{SE\ MI2 + SEM12}$ (Sudijono,2012 :316)

8. Testing hypothesis by applying test

$t_o = \frac{M1-M2}{SE\ M1-M2}$ (Sudijono,2014.P.304)

Notes:

M_x = Means for variable 1 or X

M_y = Mean for variable 2 or Y

$\sum fx$ = Total multiplication of frequency and students' score

$\sum fy$ = Total multiplication of frequency and students' score

n = Number of cases

SD_x = Standard deviation for variable x

SD_y = Standard Deviation for variable y

$\sum fx2$ = The square of total multiplication of frequency and students' score

9. Giving the interpretation to "t_o" using formula :

   $df = (N_1 + N_2) - 2$ (Sudijono,2014.P.322)

   df = Degree of freedom

   N = numbers of cases

   It was used to know whether the experimental group get the result

   significantly after apply the technique

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. The Data Collection

The data were collected by using five indicators that refer to the rules of writing and the following tables are the calculation and the result of the data collected. Both of the experimental and control group were given a test in the form of writing report text. The results of the pre test and the post test were presented in the following tables.

Table 4.1
The Scores of pre Test in Experimental Group

No	Students Initial	Indicators					Pre Test
		C	O	V	LU	M	
1	AY	14	9	9	10	4	46
2	BH	13	7	7	5	4	36
3	CR	14	10	10	9	3	46
4	DP	19	12	12	10	3	56
5	DN	15	10	10	10	4	49
6	EF	19	15	14	18	4	70
7	FNA	20	16	15	17	4	72
8	HB	13	8	9	10	4	44
9	IM	12	6	5	5	3	30
10	MA	14	10	11	10	4	49
11	MAS	13	9	10	11	4	47
12	MA	14	11	10	10	3	48
13	MR	15	12	11	13	3	54
14	MN	21	15	14	16	4	70
15	NN	19	13	16	14	4	66
16	PI	17	15	16	17	4	69
17	RPA	18	16	13	15	3	65
18	RR	16	12	13	10	4	45
19	RZ	18	14	11	15	4	62
20	RM	20	15	10	10	4	59
21	TA	13	8	10	12	4	47
22	VV	13	8	9	11	4	45

No	Students Initial	13	8	8	7	4	40
23	YL	13	8	8	7	4	40
	Total						1220

The result of the students' score post test of experimental class could be seen in the following table:

Table 4.2
The Scores of Post Test in Experimental Group

No	Students Initial	Indicators					Post Test
		C	O	V	LU	M	
1	AY	21	17	17	18	4	77
2	BH	16	13	13	14	4	60
3	CR	19	12	12	13	4	60
4	DPA	21	18	15	18	4	76
5	DN	23	16	16	19	4	78
6	EF	24	17	17	21	4	83
7	FNA	26	20	20	24	4	94
8	HB	21	18	17	17	4	77
9	IM	18	12	13	17	3	63
10	MA	20	16	16	17	4	73
11	MAS	24	17	16	19	4	80
12	MA	21	17	16	17	4	75
13	MR	22	16	18	19	4	79
14	MN	25	19	19	24	4	91
15	NN	24	19	19	21	4	87
16	PI	21	19	18	22	4	84
17	RPA	24	19	18	20	3	84
18	RR	21	17	17	18	4	77
19	RZ	25	19	17	21	4	86
20	RM	24	18	18	21	4	85
21	TAS	21	17	16	18	4	76
22	VV	19	14	16	18	4	71
23	YL	22	17	17	19	4	79
	Total						1795

Table 4.3
The result of Pre test and Post Test of Experimental Class

No	Students Initial	Pre Test (X_1)	Post Test (X_2)
1	AY	46	77
2	BH	36	60
3	CR	46	60
4	DPA	56	76
5	DN	49	78
6	EF	70	83
7	FNA	72	94
8	HB	44	77
9	IM	35	63
10	MA	49	73
11	MAS	47	80
12	MA	48	75
13	MR	54	79
14	MN	70	91
15	NN	66	87
16	PI	69	84
17	RPA	65	84
18	RR	45	77
19	RZ	62	86
20	RM	59	85
21	TAS	47	76
22	VV	45	71
23	YL	40	79
	Total	1220	1795

Table 4.4
The Scores of Pre Test of Control Group

No	Students Initial	Indicators					Pre test
		C	O	V	LU	M	
1	ASA	15	13	13	11	4	56
2	AF	14	9	9	9	3	44
3	AH	13	10	10	11	4	48
4	CNP	20	17	14	18	4	73
5	EP	13	8	8	7	3	39
6	EPL	21	13	14	17	4	69

7	HS	12	9	9	9	3	42
8	JPZ	21	14	15	18	4	72
9	JS	21	15	15	17	4	72
10	LA	20	14	13	14	4	65
11	MFR	12	9	10	11	3	45
12	MDF	13	10	10	11	4	48
13	MH	15	10	10	11	4	50
14	MA	14	11	10	11	4	50
15	ML	15	9	9	9	4	46
16	NA	12	7	7	7	3	36
17	NDK	22	17	17	18	4	78
18	PS	12	10	10	11	4	47
19	SN	13	10	10	11	4	48
20	SH	15	10	11	11	3	50
21	TMA	12	8	8	8	4	40
22	WAS	13	11	10	11	4	49
23	WH	12	7	7	9	3	38
	Total						1205

Table 4.5
The Scores of Post Test of Control Group

No	Students Initial	Indicators					Post Test
		C	O	V	LU	M	
1	ASA	17	14	13	14	4	62
2	AF	15	10	10	12	3	50
3	AH	15	10	11	11	4	51
4	CNP	21	17	16	18	4	76
5	EP	14	8	9	9	3	43
6	EFL	21	13	15	17	4	70
7	HS	13	10	9	10	3	45
8	JPZ	21	14	16	19	4	74
9	JS	21	16	15	18	4	74
10	LA	21	14	13	16	4	68
11	MFR	14	12	10	11	3	50
12	MDF	14	11	10	11	4	50
13	MH	21	17	17	18	4	77
14	MA	17	11	10	12	4	54
15	ML	17	10	9	11	4	51
16	NA	13	8	8	11	3	43
17	NDK	22	18	17	19	4	80
18	PS	14	10	10	11	4	49
19	SN	20	11	10	11	4	56
20	SH	16	12	11	11	3	53

21	TMA	13	10	10	12	4	49
22	WAS	15	11	10	12	4	52
23	WH	14	8	9	12	3	46
	Total						1323

Table 4.6
The Result of Pre Test and Post Test of Control Group

No	Students Initial	Pre Test (y_1)	Post Test (y_2)
1	ASA	56	62
2	AF	44	50
3	AH	48	51
4	CNP	73	76
5	EP	39	43
6	EFL	69	70
7	HS	42	45
8	JPZ	72	74
9	JS	72	74
10	LA	65	68
11	MFR	45	50
12	MDF	48	50
13	MH	50	77
14	MA	50	54
15	ML	46	51
16	NA	36	43
17	NDK	78	80
18	PS	47	49
19	SN	48	56
20	SH	50	53
21	TMA	40	49
22	WAS	49	52
23	WH	38	46
	Total	1205	1323

The higher score pre test in control group is 73 and the lowest is 38. The higher score post test in control group is 80 and the lowest score in control group is 46.

B. The Data Analysis

Based on the table 4.3 and 4.6 the following table were the differences score between pre test and post test in both experimental and control group.

Table 4.7
The Differences Between Pre Test and Post Test of the Experimental Group

No	Students' Initial	Pre Test (X_1)	Post Test (X_2)	X($X_2 - X_1$)
1	AY	46	77	31
2	BH	36	60	24
3	CR	46	60	14
4	DPA	56	76	20
5	DN	49	78	29
6	EF	70	83	7
7	FNA	72	94	22
8	HB	44	77	33
9	IM	30	63	33
10	MA	49	73	24
11	MAS	47	80	33
12	MA	48	75	27
13	MR	54	79	25
14	MN	70	91	21
15	NN	66	87	21
16	PI	69	84	15
17	RPA	65	84	19
18	RR	45	77	32
19	RZ	62	86	24
20	RM	59	85	26
21	TAS	47	76	29
22	VV	45	71	26
23	YL	40	79	39
	Total	1220	1795	574

Based on the table 4.7 the mean score of experimental group were calculating as the following:

$$M_x = \frac{\sum x}{n}$$

$$= \frac{574}{23}$$

$=24,9$

Which:

M_x : the mean score of experimental group

$\sum_x$: the score of $X_1 - X_2$

N : Sample of experimental group

Table 4.8
The Differences Between Pre Test and Post Test of the Control Group

No	Students' Initial	Pre-Test (Y_1)	Post Test (Y_2)	Y ($Y_2 - Y_1$)
1	ASA	56	62	6
2	AF	44	50	6
3	AH	48	51	3
4	CNP	73	76	3
5	EP	39	43	4
6	EFL	69	70	1
7	HS	42	45	3
8	JPZ	72	74	2
9	JS	72	74	2
10	LA	65	68	3
11	MFR	45	50	5
12	MDF	48	50	2
13	MH	50	77	27
14	MA	50	54	4
15	ML	46	51	5
16	NA	36	43	7
17	NDK	78	80	2
18	PS	47	49	2
19	SN	48	56	8
20	SH	50	53	3
21	TMA	40	49	9
22	WAS	49	52	3
23	WH	38	46	8
		1205	1323	118

Based on the table 4.8 the mean score of control group were calculating as the following :

$$M_y = \frac{\Sigma y}{n}$$

$$= \frac{118}{23}$$

$$= 5,1$$

Which :

M_y : the mean score of control group

Σ_y : the score of $Y_2 - Y_1$

N : Sample of control group

Based on the mean scores of both sample groups, the following table for calculating the correlation score in both group

Table 4.9
The calculation of Mean and Standard Deviation Score of
Experimental Group

No	Students' Initial	(X) x_{2-x_1}	$X - M_x$	$(X - M_x)^2$
1	AY	31	6,1	620,01
2	BH	24	- 0,9	0,81
3	CR	14	-10,9	118,81
4	DPA	20	-4,9	24,01
5	DN	29	4,1	16,81
6	EF	7	-17,9	320,41
7	FNA	22	-2,9	8,41
8	HB	33	8,1	65,61
9	IM	33	8,1	65,61
10	MA	24	-0,9	0,81
11	MAS	33	8,1	65,61
12	MA	27	2,1	4,41
13	MR	25	0,1	0,01
14	MN	21	-3,9	15,21
15	NN	21	-3,9	15,21
16	PI	15	-9,9	98,01

17	RPA	19	-5,9	34,81
18	RR	32	7,1	50,41
19	RZ	24	-0,9	0,81
20	RM	26	1,1	1,21
21	TAS	29	4,1	16,81
22	VV	26	1,1	1,21
23	YL	39	14,1	198,81
				1743,83

Table 4.10

The Calculation of Mean and Standard Deviation Score of Control Group

No	Students' Initial	Y ($y_2 - y_1$)	Y - M_y	$(Y - My)^2$
1	ASA	6	0,9	0,81
2	AF	6	0,9	0,81
3	AH	3	-2,1	4,41
4	CNP	3	-2,1	4,41
5	EP	4	-1,1	1,21
6	EFL	1	-4,1	16,81
7	HS	3	-2,1	4,41
8	JPZ	2	-3,1	9,61
9	JS	2	-3,1	9,61
10	LA	3	-2,1	4,41
11	MFR	5	-0,1	0,01
12	MDF	2	-3,1	9,61
13	MH	27	21,9	479
14	MA	4	-1,1	1,21
15	ML	5	-0,1	0,01
16	NA	7	1,9	3,61
17	NDK	2	-3,1	9,61
18	PS	2	-3,1	9,61
19	SN	8	2,9	8,41
20	SH	3	-2,1	4,41
21	TMA	9	3,9	15,21
22	WAS	3	-2,1	4,41
23	WH	8	2,9	8,41
				610,02

Based on the calculation of the table X and Y the following formula was implemented to find out the critical value of both group as the basic to the test the hypothesis of this research

1. $SD_X = \sqrt{\dfrac{\sum X2}{N}}$

$= \dfrac{\sqrt{1743,83}}{23}$

$= \sqrt{75,81}$

$= 8,7$

$SE_{M1} = \dfrac{SDX}{\sqrt{N1-1}}$

$= \dfrac{8,7}{\sqrt{23-1}}$

$= \dfrac{8,7}{\sqrt{22}}$

$= \dfrac{8,7}{4,6}$

$= 1,89$

SD variable Y

$SD_y = \sqrt{\dfrac{\sum y2}{N}}$

$= \sqrt{\dfrac{610,02}{23}}$

$= \sqrt{26,5}$

$= 5,1$

$SE_{M2} = \dfrac{SDY}{\sqrt{N1-1}}$

$= \dfrac{5,1}{\sqrt{23-1}}$

$= \dfrac{5,1}{\sqrt{22}}$

$= \dfrac{5,1}{4,6}$

$= 1,1$

The conclusion above show the following facts

$SD_X = 8,7$

$SD_Y = 5,1$

$N_1 = 23$

$M_x = 24,9$

$M_y = 5,1$

Next the following formula was implemented to find out the error of the standard deviation between M_x and M_y

$$SE_{M1\text{-}M2} = \sqrt{SE\ M12 + SEM12}$$

$$= \sqrt{(1,89)2 + (1,1)2}$$

$$= \sqrt{3,5721 + 1,21}$$

$$= \sqrt{4,7821}$$

$$= 2,18$$

The result above was applied to test the hypothesis

$$t_o = \frac{M1 - M2}{SEM1 - M2}$$

$$= \frac{24,9 - 5,1}{2,18}$$

$$= \frac{19,8}{2,18}$$

$$= 9,08$$

After the data above were calculated by using t-test formula, it was found that the result that t- observed was 9,08. Then after seeking in the table of distribution of t- observed as the basic of counting critical in certain of the degree of freedom (df) the calculation showed that df were :

$Df = N_1 + N_2 -2$

$= 23 + 23 - 2$

$= 44$ (in the line of 40, showed that t_{table} was 5% = 2,02)

From the result above, it showed that final of t_o =9,08 and the number of value of the t_{table} =2,02

So the researcher found that $t_{observed} > t_{table}$ or 9,08 > 2,02

So, it means that H_0 was rejected and H_a was accepted. There was significant effect of applying group mentoring technique on the students achievement in writing recount text.

C. Statististical Hypothesis

In this research statistical hypothesis would be used to decide, whether the hypothesis would be accepted or rejected. The statistical hypothesis formula:

$H_o : t_{observe} < t_{table}$

$H_a : t_{observe} > t_{table}$

H_o : there is no significance effect of applying group mentoring technique on students' achievement in writing recount text.

H_a : there is a significance effect of applying group mentoring technique on students' achievement in writing recount text.

D. Findings

Testing the hypothesis should be done in order to know whether the hypothesis was accepted or rejected. In testing hypothesis, it was decided that hypothesis accepted if $t_{observe} > t_{table}$ and hypothesis is rejected if $t_{observe} < t_{table}$.

Based on the calculation, the result of t –t_{test} was t-$_{obs}$ (9,08) and t-$_{table}$ (2,02) in the hypothesis testing. It was shown that the alternative hypothesis was accepted because t_{obs} higher than t_{table} . It means that group mentoring technique gave significant effect in writing recount text. It was prove from the data showing that score experimental group was increased by using group mentoring technique.

CHAPTER V

CONCLUSSION AND SUGGESTIONS

A. Conclussion

Based on the data analysis above, the researcher found that there was a significant effect of applying group mentoring technique on students' achievement in writing recount text, found that the $t_{observe} > t_{table}$ or $9{,}08 > 2{,}02$ .The result of students' score who were taught by applying group mentoring technique was higher than those who were taught without group mentoring technique and taught writing by applying group mentoring technique become more effective, interactive and easier to the students

B. Suggestions

Related to the conclusions above, some suggestion were put forward as the following:

1. The english teacher can use this technique to applying in learning process for the students at the same level when learning english in the class

2. The teachers have to know how to stimulate students' curiosity and must be able to present the lesson so that it was more interested and relevant for the students. One of the technique that can be use is group mentoring technique

3. It is suggested to other researcher use this finding as sourcher of the research.

CHAPTER V

CONCLUSSION AND SUGGESTIONS

A.Conclussion

Based on the data analysis above, the researcher found that there was a significant effect of applying group mentoring technique on students' achievement in writing recount text, found that the $t_{observe} > t_{table}$ or $9,08 > 2,02$ .The result of students' score who were taught by applying group mentoring technique was higher than those who were taught without group mentoring technique and taught writing by applying group mentoring technique become more effective, interactive and easier to the students

B.Suggestions

Related to the conclusions above, some suggestion were put forward as the following:

1. The english teacher can use this technique to applying in learning process for the students at the same level when learning english in the class.

2. The teachers have to know how to stimulate students' curiosity and must be able to present the lesson so that it was more interested and relevant for the students. One of the technique that can be use is group mentoring technique

3. It is suggested to other researcher use this finding as sourcher of the research.

REFERENCES

Brown, H.D. 2001. *Teaching By Principles: an interactive Approach to Language Pedagogy.* Second Edition. San Fransisco:Longman

Brown, H. Douglas. 2003. *Language Assesment*. Practice-Hall : United States of Amerika

Buehl, (1995). Definition of effect

Carvin,Beth N.2011. *The Hows and the Whys of Group Mentoring*. Journal of Industrial Commercial Training.1(2)

Dirgayasa.2014. *Survey of English Teaching and Learning Process in Maritime Education and Training in Indonesia: A Case Study in Private MET in Indonesia.* English Language Teaching Journal. Volume 7, No 7

Gandara,P.,et al.1998.*Capturing Latino Students' in the Academic Pipeline.* Barkeley,CA:Chicano/Latino Policy Project.

Garvey,B.,Alred,G.2003. An Introduction to the Symposium on Mentoring:Issues and Prospect. *British Journal of Guidance and Counseling*.1(5)

Good,T.L. and Brophy J.E.1984. *Looking in Classroom 3nd Edition*. New York.Harper&Row

Harmer,Jeremy.2004. *How to Teach Writing*. London:Pearson Education

Hayward,Ann.2001. *Good Practice Guideliness for Learning Mentors.* Nottingham: The Department for Education and Skills.

Heaton, JB.2001. *Writing English Language test*. London: Lognam group

McKimm,Judi et al. 2007.Mentoring: Theory and Practice. *Preparedness to Practice, Mentoring Scheme*

Nation, I.S.P.(2009). *Teaching ESL/EFL Reading and Writing*. New York and London: Routledge Publisher

Richards, J.C., & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching (Second Edition)*. Cambridge: CUP

Pelawi,Ameta Karina.2012. *Improving the Students' Achievement in Writing Descriptive Paragraph through Group Mentoring Technique. Unpublished Thesis*. Medan Universitas Negeri Medan.

Slamento. 2010. *Belajar dan faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.

Sudijono,Anas.2014.*Pengantar Statistika Pendidikan*. Depok. Raja Grafindo Persada

Sutherland, L.M.,Scanlon,L.A.,Sperring,A.(2005).New Direction in Preparing Professionals: Examining Issues in Engaging Students in Communities of Practice through a School-University Partnership. *Teaching and Teacher Education*,21,79-92

Wordreterence.2010. *Writing English Language Tests*. New York. Longman

CURRICULUM VITAE

Name   :NURUL HIDAYANI KHAIRI S

Place/Date of birth   :Gunung Melayu, 18 Desember 1993

Register Number   :1302050338

Sex   :Female

Religion   :Islam

Hobbies   :Singing and Listening Music

Father's Name   :Bahrum Simanjuntak

Mother's Name   :Maimunah Panjaitan

Addres   :Gunung Melayu

EDUCATION BACKGROUND

- SDN 014662 Gunung Melayu   2000-2006
- Mts AL-Manaar Pulu Raja   2006-2009
- Mas AL-Manaar Pulu Raja   2009-2012
- Universitas of Muhammadiyah Sumatera Utara   2013-2017

Medan,Oktober 2017

Nurul Hidayani Khairi S

Lesson Plan
Control Class

School   : SMP Muhammadiyah 58 Medan
Subject   : English
Class / Semester   : VIII^B
The Year of Lesson   : 2016-2017
Allocation time   : 4x40'

Competence Standard : **12. Writing**
To express meaning in functional written text and simple essay in the form of recount and narrative to interest with the nearest environment.

Basic Competence   : 12.2. to express the meaning and rhetoric step in the simple short essay with using the variety of written language accurately, fluently, and can be accepted to interact with the nearest environment in form of recount and narrative.

Indicators   :
1. Mastering about the Simple Past Tense Form of be.
2. Describing recount text.
3. Identifying the meaning and function of recount text.
4. Asking and answering question about recount text which given orally.
5. Writing short text and simple in form recount text.

A. **Learning Objectives**
Students are able to:
At the final meeting, students can able
1. Identifying the characteristic of the text.
2. Answer and give question about event, experience that happening in nearest environment
3. Increase the vocabulary related to the topic.
4. Make essay related to the topic.

B.   Learning Materials
  1. Short text in the form of recount:
My Weekend in Toba Lake
Hello, my name is Ilham. I want to share my experience. Last weekend, my friends and I went to Toba Lake in Parapat. My friends are Akmal and Bagas.

We went there by public transportation. We left home at 09.00 am and arrived at 10.00 am. Arriving there we saw many people were swimming in the lake. They were so happy. My friends and I took a bottle of fresh tea. It was free. After that, we enjoyed the tea. Then, we swam in the pool. We swam with many people. There were children and teenagers. Some of them were with their parents. We were so excited there.

Finally, at 04.00 pm, we went home. Although my friends and I felt tired, we were very excited.

  2. Generic concepts of recount
  There are three generic structure of recount. They are:
  - Orientation: provides the setting and produces participants. It provides information about 'who', 'where' and 'when'.
  - Record of events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order.
  - Re-orientation: optional-closure of events. It is 'rounds off' the sequences of events.

C.   Teaching Learning Methods : Lecturing Method

D.   Steps of Learning Activities
  1. Pre Teaching (10 Minutes)
     - Greeting
     - Praying before start lesson.
     - Check students' attendance.
     - Giving the general explanation about the subject that is going to study.

  2. Whilst Teaching (exploration, elaboration & confirmation (60 minutes)
     - Explanation of the recount text.
     - Ask the students to read the text.
     - Giving explanation how to write recount text.
     - Giving time for students to make a recount text.

3. Post Teaching (10 minutes)
- Make the conclusion from the lesson.
- Giving homework related to the text.
- Praying before go home.
- Greeting.

E.   Learning Sources

English in Focus for grade VIII Junior High School, 2008, Pusat Perbukuan Departemen Pendidikan Nasional.

F.   Evaluation

1. Technical   : Written test
2. The Form of Instrument   : Writing an essay of recount text
3. The scoring system as following rubric:

Categories	Score	Criteria
Content	24-30	**Excellent** to **very good**: knowledge able to substantive through development of topic sentence relevant to assigned topic
	22-26	**Good** to **Average**: some knowledge able of subject-adequate range-limited development of topic sentence-mostly relevant to topic, but lack detail.
	17-21	**Fair** to **Poor**: limited knowledge of subject-little substance inadequate development of topic.
	13-16	**Very Poor**: does not show of subject-substantive not pertinent or not enough to evaluate.
Organization	18-20	**Excellent** to **Very Good**: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	14-17	**Good** to **Average**: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	**Fair** to **Poor**: non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	7-9	**Very Poor**: essentially a translation, knowledge of English vocabulary, word form or not enough to evaluate.

Vocabulary	18-20	**Excellent** to **Very Good**: sophiscated range, effective word/idiom choice and usage, word from mastery, appropriate register.
	14-17	**Good** to **Average**: adequate range, occasional errors of words choice but meaning not obscured.
	10-13	**Fair** to **Poor**: limited range, frequent errors of word choice usage meaning confused or obscured.
	7-9	**Very Poor**: essentially a translation, knowledge of English vocabulary, word from or not enough to evaluate.
Language Use	22-25	**Excellent** to **Very Good**: effective complex construction-few errors argument, test, word order/function, article, pronouns, preposition.
	18-21	**Good** to **Average**: effective but simple constructions-minor problems in complex construction-several errors of agreement, tense, number word order/function, articles, pronouns, preposition but meaning seldom obscured.
	10-13	**Fair** to **Poor**: major problems in simple/complex construction frequent of errors of negotiations, agreement, tense, pronoun, preposition and or fragment, deletion-meaning confused or obscured.
	5-11	**Very Poor**: virtually no mastery of sentence constructions rules dominated by errors-does not communicate or not enough to evaluate.
Mechanism	5	**Excellent** to **Very Good**: demonstrate mastery of conversations-few errors spelling, punctuation and capitalization writing sentence.
	4	**Good** to **Average**: occasional errors of spelling, punctuation, capitalization, writing sentences.
	3	**Fair** to **Poor**: frequent errors of spelling, punctuation, capitalization, writing sentence-poor hand writing meaning confused or obscured.
	2	**Very Poor**: no mastery of convention-dominated by errors of spelling, punctuation and capitalization, paragraph-hand writing illegible or not enough to evaluate.

Lesson Plan
Expertimental Class

School   : SMP Muhammadiyah 58 Medan
Subject   : English
Class / Semester   : V III^A
The Year of Lesson : 2016-2017
Allocation time   : 4x40'

Competence Standard : **12. Writing**
                          To express meaning in functional written text and simple essay in the form of recount and narrative to interest with the nearest environment.

Basic Competence   : 12.2. to express the meaning and rhetoric step in the simple short essay with using the variety of written

language accurately, fluently, and can be accepted to interact with the nearest environment in form of recount and narrative.

Indicators   :
6. Mastering about the Simple Past Tense Form of be.
7. Describing recount text.
8. Identifying the meaning and function of recount text.
9. Asking and answering question about recount text which given orally.
10. Writing short text and simple in form recount text.

G.   Learning Objectives
Students are able to:
At the final meeting, students can able
5. Identifying the characteristic of the text.
6. Answer and give question about event, experience that happening in nearest environment
7. Increase the vocabulary related to the topic.
8. Make essay related to the topic.

H.   Learning Materials
3. Short text in the form of recount:

My Weekend in Toba Lake

Hello, my name is Ilham. I want to share my experience. Last weekend, my friends and I went to Toba Lake in Parapat. My friends are Akmal and Bagas.

We went there by public transportation. We left home at 09.00 am and arrived at 10.00 am. Arriving there we saw many people were swimming in the lake. They were so happy. My friends and I took a bottle of fresh tea. It was free. After that, we enjoyed the tea. Then, we swam in the pool. We swam with many people. There were children and teenagers. Some of them were with their parents. We were so excited there.

Finally, at 04.00 pm, we went home. Although my friends and I felt tired, we were very excited.

4. Generic concepts of recount
There are three generic structure of recount. They are:
• Orientation: provides the setting and produces participants. It provides information about 'who', 'where' and 'when'.

- Record of events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order.
- Re-orientation: optional-closure of events. It is 'rounds off' the sequences of events.

I. **Teaching Learning Methods :** Group Mentoring Technique

J. **Steps of Learning Activities**
2. Pre Teaching (10 Minutes)
   - Greeting
   - Praying before start lesson.
   - Check students' attendance.
   - Giving the general explanation about the subject that is going to study.

3. Whilst Teaching (exploration, elaboration & confirmation (60 minutes)
   - The teacher introduced the topic which be discussed. It started by talking about happening case around them before the explanation of subject.
   - The teacher gives pre-test in order to know the mean score of student and determine the high achievers in the class whom are the mentors of the group.
   - The teacher divides the students into groups. Each group consists of 4 or 5 students whose gender and ability divided fairly. One of them is the high achiever and he/she will be the mentor.
   - The teacher explains the material about recount text
   - The teachers give an example of recount text and how to write it.
   - The teacher asks the students to write a recount text by using group mentoring technique. If the students have difficulties they can ask the mentor and especially the teacher as the biggest mentor of the class.
   - The teacher collects the result of each group then asks every group to present it.
   - The teacher and other groups give suggestion to the presentation.

- The teacher gives post-test by asking the students to write recount text individually.

4. Post Teaching (10 minutes)
   - Make the conclusion from the lesson.
   - Giving homework related to the text.
   - Praying before go home.
   - Greeting.

K. Learning Sources
English in Focus for grade VIII Junior High School, 2008, Pusat Perbukuan Departemen Pendidikan Nasional.

L. Evaluation
4. Technical   : Written test
5. The Form of Instrument   : Writing an essay of recount text
6. The scoring system as following rubric:

Categories	Score	Criteria
Content	24-30	**Excellen**t to **very good**: knowledge able to substantive through development of topic sentence relevant to assigned topic
	22-26	**Good** to **Average**: some knowledge able of subject-adequate range-limited development of topic sentence-mostly relevant to topic, but lack detail.
	17-21	**Fair** to **Poor**: limited knowledge of subject-little substance inadequate development of topic.
	13-16	**Very Poor**: does not show of subject-substantive not pertinent or not enough to evaluate.
Organization	18-20	**Excellent** to **Very Good**: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	14-17	**Good** to **Average**: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	**Fair** to **Poor**: non-fluent, ideas confused or disconnected, lack logical sequencing and development.

	7-9	**Very Poor**: essentially a translation, knowledge of English vocabulary, word form or not enough to evaluate.
Vocabulary	18-20	**Excellent** to **Very Good**: sophiscated range, effective word/idiom choice and usage, word from mastery, appropriate register.
	14-17	**Good** to **Average**: adequate range, occasional errors of words choice but meaning not obscured.
	10-13	**Fair** to **Poor**: limited range, frequent errors of word choice usage meaning confused or obscured.
	7-9	**Very Poor**: essentially a translation, knowledge of English vocabulary, word from or not enough to evaluate.
Language Use	22-25	**Excellent** to **Very Good**: effective complex construction-few errors argument, test, word order/function, article, pronouns, preposition.
	18-21	**Good** to **Average**: effective but simple constructions-minor problems in complex construction-several errors of agreement, tense, number word order/function, articles, pronouns, preposition but meaning seldom obscured.
	10-13	**Fair** to **Poor**: major problems in simple/complex construction frequent of errors of negotiations, agreement, tense, pronoun, preposition and or fragment, deletion-meaning confused or obscured.
	5-11	**Very Poor**: virtually no mastery of sentence constructions rules dominated by errors-does not communicate or not enough to evaluate.
Mechanism	5	**Excellent** to **Very Good**: demonstrate mastery of conversations-few errors spelling, punctuation and capitalization writing sentence.
	4	**Good** to **Average**: occasional errors of spelling, punctuation, capitalization, writing sentences.
	3	**Fair** to **Poor**: frequent errors of spelling, punctuation, capitalization, writing sentence-poor hand writing meaning confused or obscured.
	2	**Very Poor**: no mastery of convention-dominated by errors of spelling, punctuation and capitalization, paragraph-hand writing illegible or not enough to evaluate.

Medan,   Agustus 2017

Known by:

English Teacher   Researcher

Marliana   Nurul Hidayani K.S
NUPTK: NPM:1302050338

Known by Headmaster
SMP Muhammadiyah 58 Medan

Dewi zahara
NUPTK

Name :
Class :
Subject :
Date :

Please write short recount text based on your experience that happend to you!

_____