

## Improving The Ability To Write Report Text Through The Discussion Group Method Of The Tenth Grade Students of SMA Negeri 1 Kota Kupang

Helena Gabur <sup>a,1,\*</sup>, Gracia M.N. Otta <sup>b,2</sup>, Gupuh Rahayu<sup>3</sup> English Education study, faculty of Teacher Training and Education, Nusa Cendana University, Kupang city and 85147, Indonesia

<sup>1</sup> [elengabur39@gmail.com](mailto:elengabur39@gmail.com)

<sup>2</sup> [graciaotta@gmail.com](mailto:graciaotta@gmail.com)

<sup>3</sup> [gupuh.rahayu@staf.undana.ac.id](mailto:gupuh.rahayu@staf.undana.ac.id)

\* corresponding author

### ARTICLE INFO

#### Article history

Received:

Revised:

Accepted:

#### Keywords

Report Text

Discussion method

Writing

### ABSTRACT

A Report text is a text that informs something, without exaggeration, as a result of the process of systematic research and analysis. The aims of this research is to find out whether the discussion method can improve the ability of the tenth-grade students of SMA Negeri 1 Kota Kupang in the academic year 2023/2024 to write report texts. The method used was classroom action research. This research was conducted in two cycles of four meetings through four stages: planning, action, observation, and reflection. The instrument for collecting data was writing test, and observation sheets. Based on the writing test score, student's score kept improving in every test. In pre-cycle, the mean was 57,66%, in cycle 1 the mean was 67,88% and in the cycle 2 the mean was 80,22%. Based on the observation sheets it was found that the teaching learning process ran well. From the data above, the writer can be concluded that the discussion method was successfully implemented to improve the student's ability to write.

This is an open access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license.



*How to cite* :

### Introduction

Language is the medium which humans communicate with one another. It serves as a tool for friendship, cultural exchange, and business links in addition to serving as a form of concept and idea communication. Communication skills are the ability to produce written and oral texts to achieve four language skills, namely listening, speaking, reading, and writing. These four skills are important to learn English, both in junior high school and senior high school, students can communicate and speak fluently in English. According to Haryanto (2012), Report text is to convey

information about something as it is, as a systematic observation or analysis. Based on this learning ideally, students can make writing in the form of reports. At the high school level, many schools have extracurricular journalism. In extracurricular activities, it is more about how to provide information in various ways, meaning that it is closely related to report.

Based on the teaching practice experience in SMA Negeri 1 Kota Kupang the writer found that the students who have not been able to make writing in the form of reports. They consider that writing is very difficult, and must express ideas or ideas that form a good paragraph. In addition, they must know the steps or criteria for making a paper in the form of a report. To solve these problems, the writer will provide material through the group discussions. The discussion method is a teaching method where the teacher gives a problem or issue to students, and students are allowed to solve the problem with their friends in a group. The writer will be dividing students into groups consisting of 5–6 students.

The writer also took this title based on research written by Erik E., Sisilya Saman, and Deden Ramdani (2013), with the title "Improving Writing Ability Through Discussion Method in SMP Negeri 2 Kembayan Students", The result of this study is that the discussion method can improve the student's ability to write. The increase obtained from cycles 1 and 2 amounted to 12%. Based on the explanation above the writer conducted a study under the title "Improving the Ability to Write Report Text Through the Discussion Group Method of the Tenth Grade Students of SMA Negeri 1 Kota Kupang in the Academic Year 2023/2024".

## **Research Method**

The research method used in this research was class action research. This research was conducted in two cycles. The samples in the study were XC class students of SMA Negeri 1 Kota Kupang in the academic year 2023/2024 with a total of 36 students. The research instruments used were observation sheets, written tests and documentation.

## **Research Findings and Discussion**

### **Findings**

#### **1) Pre-cycle**

Table 1 the result of the pre-cycle

Student's code	Organization	content	grammar	Punctuation	Style	total
S-01	14	14	11	12	14	65
S-02	15	12	11	14	12	64
S-03	15	11	11	13	12	62
S-04	12	11	13	13	11	60
S-05	17	15	12	14	15	73
S-06	17	15	14	16	14	76
S-07	12	10	11	12	9	54
S-08	17	16	14	16	15	78
S-09	15	12	11	13	10	61
S-10	0	0	0	0	0	0
S-11	15	10	10	13	10	58
S-12	10	10	8	11	9	48
S-13	17	16	14	16	15	78
S-14	13	11	11	13	12	60
S-15	15	13	12	14	11	65
S-16	13	12	10	12	11	58
S-17	14	12	12	13	11	62
S-18	15	13	11	13	12	64
S-19	14	10	11	13	10	58
S-20	10	9	11	11	8	49
S-21	11	10	10	9	10	50
S-22	13	12	11	11	11	58
S-23	16	14	12	13	14	69
S-24	15	11	14	14	11	65
S-25	14	11	9	13	10	57
S-26	15	12	10	13	12	62
S-27	15	12	12	14	12	65
S-28	17	14	12	15	14	72
S-29	11	9	9	9	9	47
S-30	12	10	10	10	10	52
S-31	9	9	9	11	10	48
S-32	17	16	14	16	15	78
S-33	13	10	9	9	9	50
S-34	0	0	0	0	0	0
S-35	14	12	12	13	12	63
S-36	12	9	8	10	9	48

The average of the students' results =  $\frac{\text{the total percentage}}{\text{the number of students}} 100\%$

$$= \frac{2077}{36} \times 100\%$$

$$= 57,69\%$$

From the analysis above, most of the students were poor in making a paragraph of report text. It can be seen that the average achievement of the students' pre-cycle was 57,69%. The writer concluded that the students had difficulties to make a report text. They got low scores in the five elements of writing. They made mistakes in constructing their paragraphs. Therefore, the writer tried to use another method in teaching writing to improve the student's achievement.

## 2) Cycle 1

Tabel 2. The result of post-test

Student's code	Organization	content	Grammar	Punctuation	Style	Total
S-01	16	15	14	13	15	73
S-02	17	13	12	17	13	72
S-03	17	12	13	13	14	69
S-04	13	14	14	12	15	68
S-05	18	17	14	12	13	74
S-06	17	15	12	13	14	71
S-07	18	18	15	13	13	77
S-08	17	15	14	12	14	72
S-09	15	14	13	11	14	67
S-10	18	18	14	16	14	80
S-11	18	17	15	13	15	78
S-12	17	18	13	11	12	71
S-13	18	18	15	15	15	81
S-14	10	12	14	13	14	63
S-15	12	15	12	14	15	68
S-16	11	14	12	12	11	60
S-17	12	11	15	11	12	61
S-18	9	12	11	12	13	57
S-19	12	10	10	12	13	57
S-20	11	12	15	13	14	65
S-21	11	13	14	12	11	61
S-22	12	10	10	13	14	59
S-23	16	13	12	14	15	58
S-24	15	15	12	11	15	68
S-25	12	15	13	14	15	69
S-26	11	15	12	14	15	67
S-27	15	12	14	15	15	71
S-28	11	10	10	13	13	57
S-29	10	12	15	12	15	64
S-30	16	16	14	12	15	73
S-31	18	17	15	15	16	81
S-32	17	15	14	13	12	71
S-33	15	14	12	12	13	66
S-34	10	12	11	12	14	59
S-35	12	11	10	12	15	60
S-36	13	16	15	15	17	76
Σ	510	506	458	467	503	2444

The average of the students' results =  $\frac{\text{the total percentage}}{\text{the number of the students}} \times 100\%$

$$= \frac{2444}{36} \times 100\%$$

$$= 67,88\%$$

Based on the analysis above, the results of the student's achievement were higher than the pre-cycle. The average of the students in cycle 1 was 67,88%. It increased by 9% from the pre-test, and it can be concluded that the first cycle was successful. But in fact, the writer found that some of the students still had difficulty writing reports. Based on the main elements, the first difficulty that the students faced was in grammar, the second was style, the third was content, the fourth was punctuation, and the last was organization. Based on those problems, the writer conducted cycle 2.

### 3) Cycle 2

Table 3. the result of post-test

Student's code	Organization	content	grammar	Punctuation	Style	total
S-01	18	17	15	17	15	82
S-02	18	16	13	14	14	75
S-03	17	14	14	15	15	74
S-04	15	15	15	15	15	75
S-05	16	18	16	14	18	82
S-06	15	18	16	14	17	80
S-07	17	18	16	15	18	84
S-08	18	18	17	16	18	87
S-09	15	14	15	16	16	76
S-10	16	16	15	17	15	79
S-11	17	15	13	16	15	76
S-12	15	17	13	17	14	76
S-13	18	17	17	17	14	83
S-14	16	16	15	18	15	80
S-15	17	16	15	19	16	83
S-16	18	17	15	15	17	82
S-17	16	18	15	16	17	82
S-18	17	17	16	16	18	84
S-19	16	16	17	15	18	82
S-20	18	16	16	15	19	84
S-21	15	14	15	17	14	75
S-22	16	15	15	17	15	78
S-23	17	18	14	18	16	83
S-24	18	17	14	14	17	80
S-25	18	19	13	13	17	80
S-26	17	18	15	15	16	81
S-27	13	19	16	15	18	81
S-28	15	17	17	17	18	84
S-29	14	16	18	16	19	83
S-30	17	18	15	14	17	81
S-31	16	19	18	15	16	84
S-32	18	18	15	15	16	82
S-33	16	18	14	17	15	80
S-34	15	19	14	18	14	80
S-35	16	18	16	15	14	79
S-36	17	14	16	16	15	78

The results of post-test

The average of the students' results =  $\frac{\text{the total percentage}}{\text{the number of the students}} \times 100\%$

$$= \frac{2888}{36} \times 100\%$$

$$= 80,22\%$$

From the analysis above, the student's score improved significantly. The result of the post-test was better than the result of the pre-test and the cycle 1 test. The average of the post-test was 80,22%. It increased 13% from the cycle 1 test. It can be concluded that the student's achievement in writing by using the discussion method has improved.

## Discussion

Based on the two cycle's result above, the data showed that by applying the discussion group method students' writing ability could improve and influence students' motivation. By observation in the preliminary study, the writer found that the main problems of reading were lack of variety of method used by the teacher during the teaching and learning process and students' motivation. By learning from those problems, the writer implemented the discussion method in cycle 1 and she prepared all materials needed well. As result, the students were interested in joining every step of this method and could be active but there were two or more students just keep silent and joked with their friend.

In cycle 2, the writer satisfied with the result, because student's writing ability were increase after reducing the number of group members, and student's interest was more in writing English. The effective procedure in teaching writing of the tenth grade student's of SMA Negeri Kota Kupang with the discussion group method was success. It is indicated from the pre-cycle the mean was, 57,69%. Cycle 1 the mean was, 67,88%. The cycle II, the mean was, 80,22%. The increase that occurred between cycles 1 and 2 was 13%. or also called a medium increase. The conclusion is that teaching writing the report text through the discussion group method to improve the students' ability to write of the tenth-grade students at SMA Negeri 1 Kota Kupang is successful. Here is the detail improvement every test. Can be seen on table.

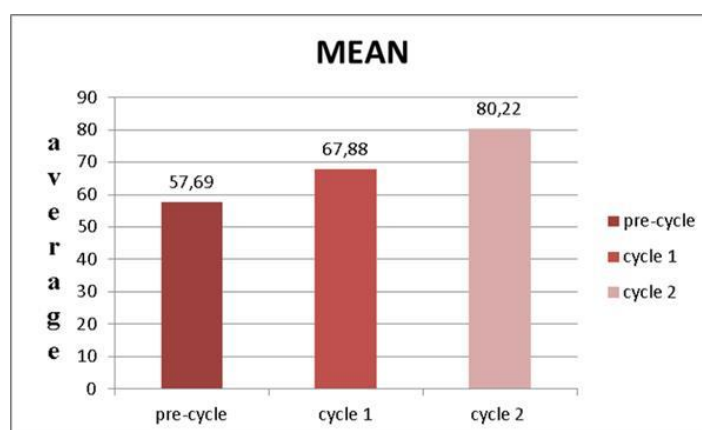


Figure 1. the student's improvement in every test

## Conclusion

Based on the results of the analysis in the previous chapter, the writer concluded that the student's ability to write report text was improved through the discussion method. There is a difference in the students' writing before and after using the

discussion method in teaching report writing. The average of the student's achievement in the pre-cycle was 57,694%, in cycle 1 it was 67,88% and in the test cycle 2 it was 80,22%.

### **Acknowledgment**

First of all, the writer would like to express her deepest gratitude to Jesus and Mother Mary for amazing grace and the countless blessing so that the writer could complete this thesis. The writer realizes that in completing this thesis, she gets lot of supports from many people. Therefore, she would like to express her deepest gratitude to:

1. Gracia M.N. Otta, S.Pd., M.Hum as her first supervisor for his corections, guidance, and advice so that this thesis can be done well and as her academic supervisor for her help, instrucations and motivation during her study.
2. Gupuh Rahayu, M.Pd as her second supervisor for her instructions, motivation, and attention so that this thesis can be done well.
3. Elisna Huan, S.Pd.,M.Hum as her examiner for her comments and suggestions to improve and develop this thesis.
4. Dewi I. N. Bili Bora, S.Pd., M.Hum as the coordinator of English Study Program for his help during her study at English Study Program of Nusa Cendana University.
5. Dr. Drs. Laurensius Kian Bera, MA as his former academic supervisor for his help and cares during her study.
6. The lecturers of English Study Program for their guidance, worth knowledge, and every incredible experience.
7. Dra. Sandy N. Paliamama for her help and guidance to the writer when did a research.
8. The XC grade student's of SMA Negeri 1 Kota Kupang in the academic year 2023/2024 for their help to make this thesis complete.
9. Her beloved father and mother for their unconditional loves, everlasting prayer, support and help especially during the process of completing this thesis.
10. Her brothers and sisters, for their support and motivation for her during the writing process of this thesis.
11. Her friends Neldys Jelifa, Melan Rihi, Mina Lelo, Liana Lanim, who always helps and supports her during the writing process of this thesis.

12. All her Friends in United'19 for their support and motivation in completing her study.

Finally, the writer realizes that this thesis still has some weakness. Therefore, constructive criticisms and suggestions from readers are welcomed to make it perfect.



## REFERENCES

- Amalia, R. (2014). *Improving listening and speaking skills by using animation videos and discussion methods*. Pedagogy: Journal of English Language Teaching, 2(1),30–36.
- Erik, E., Saman, S., & Ramdani, D. (2013). *Peningkatan Kemampuan Menulis Melalui Metode Diskusi pada Siswa SMPN 2 Kembayan*. Jurnal Pendidikan Dan Pembelajaran Khatulistiwa, 2(1), 1–10.<https://media.neliti.com/media/publications/478592-none-d86f7f7d.pdf>
- Fatmawati, I. 2019. *The Use of Two Stay Two Stray Strategy to Improve Students Writing Ability in Report Text*. Tell : Teaching of English Language and Literature Journal, 7(1), 25. <https://doi.org/10.30651/tell.v7i1.2695>
- Iftanti, E. 2016. *Improving students' writing skills through writing journal articles*. IAIN Tulungagung Research Collections, 8(1), 1-22.
- Kusuma, F. N. 2021. *The Implementation of Word Wall Technique in Teaching Writing at SMPN 1 Kedunggalar Ngawi*. Doctoral dissertation, IAIN Ponorogo.
- Mills, G. E. (2010). *Action research: A guide for the teacher researcher (4th ed.)*. Atlanta, GA: Pearson.