

**THE EFFECT OF HOMOGENEOUS AND HETEROGENEOUS
GROUPING ON STUDENTS' WRITING PERFORMANCE OF
RECOUNT TEXT**

(A Case of the 10th Graders of an SMA N in Semarang)

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana
Pendidikan Degree in English Education**



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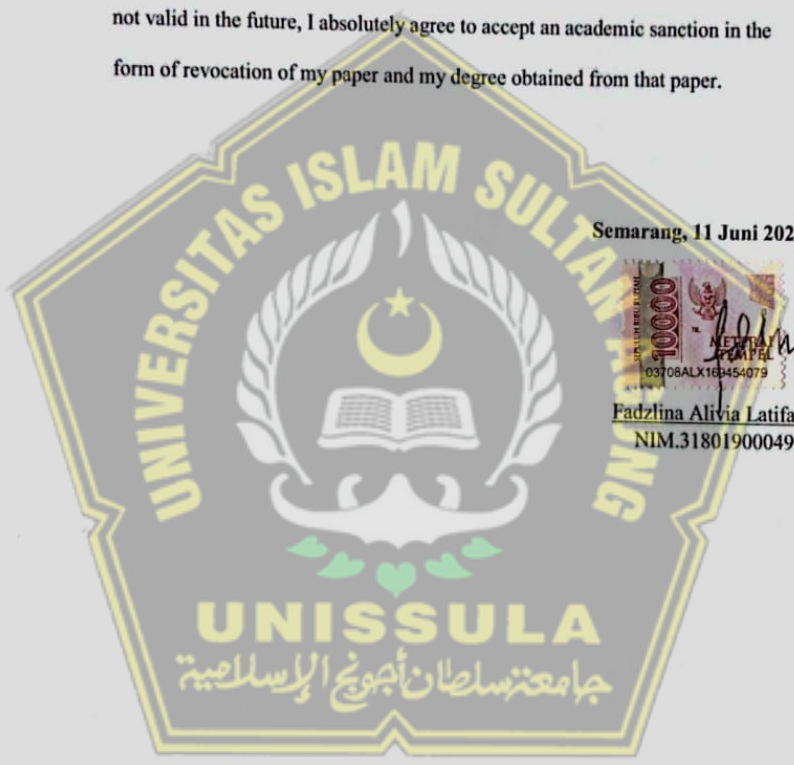
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Semarang, 11 Juni 2024



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MOTTO AND DEDICATION

"Pen is more powerful than gun. Because a gun can only kill, but a pen can save lives. Let us work for education."

Malala Yousafzai



ABSTRACT

Latifany, Fadzlina Alivia. 2024. *“The Effect of Homogeneous and Heterogeneous Grouping on Students' Writing Performance of Recount Text” (A Case of the 10th Graders of an SMA N in Semarang).* A final project. English Education Study Program. Bachelor Degree, Sultan Agung Islamic University Semarang, Advisor: H. Hartono, S.S., M.Pd.

This study was conducted to find out whether there is a significant different on students' writing performance of recount text between students who are grouped homogeneously and students who are grouped heterogeneously. The design of the study was a quasi-experimental research method with a quantitative approach. The population of this study will be the 10th grader at an SMA N in Semarang. The total of the population is 431 students from the 12 classes. The writer used a purposive sampling by the English teacher recommendation and two classes were taken as sample, they were X-E.10 that was grouped homogeneously and X-E.12 that was grouped heterogeneously. The instrument of the study was a writing test. The writer conducted pre-test to both class before treatment and post-test after the treatment. The result of pre-test and post-test were analyzed by using SPSS. The mean of the homogeneous groups pre-test score was 21,5 and the heterogeneous groups pre-test score was 22. The mean of post-test score of homogeneous groups was 24 and the heterogeneous pre-test score was 24,5. The t-test result shows that there was a significant difference. The results show that the Sig. (2-tailed) is $0.024 < 0.05$. it means that the H_0 is rejected and the H_a is accepted. It can be concluded that there is a significant different on students' writing performance of recount text between students who are grouped homogeneously and students who are grouped heterogeneously.

Key Words : Homogeneous Grouping, Heterogeneous Grouping, Collaborative learning, and Recount Text.

INTISARI

Latifany, Fadzlina Alivia. 2024. *“The Effect of Homogeneous and Heterogeneous Grouping on Students' Writing Performance of Recount Text” (A Case of the 10th Graders of an SMA N in Semarang).* Tugas Akhir. Program Pendidikan Bahasa Inggris. Sarjana Pendidikan, Universitas Islam Sultan Agung Semarang, Pembimbing: H. Hartono, S.S., M.Pd.

Penelitian ini dilakukan untuk mengetahui apakah terdapat perbedaan yang signifikan pada kemampuan menulis *recount text* antara siswa yang dikelompokkan secara homogen dan siswa yang dikelompokkan secara heterogen. Desain penelitian yang digunakan adalah metode penelitian *quasi-experimental* dengan pendekatan kuantitatif. Populasi penelitian ini adalah siswa kelas 10 di sebuah SMA N di Semarang. Jumlah populasinya adalah 431 siswa dari 12 kelas. Penulis menggunakan *purposive sampling* atas rekomendasi guru bahasa Inggris dan diambil dua kelas sebagai sampel, yaitu X-E.10 yang dikelompokkan secara homogen dan X-E.12 yang dikelompokkan secara heterogen. Instrumen penelitiannya adalah tes menulis. Penulis melakukan pre-test pada kedua kelas sebelum perlakuan dan post-test setelah perlakuan. Hasil pre-test dan post-test dianalisis dengan menggunakan SPSS. Rerata nilai pre-test kelompok homogen sebesar 21,5 dan nilai pre-test kelompok heterogen sebesar 22. Rerata nilai post-test kelompok homogen sebesar 24 dan nilai post-test heterogen sebesar 24,5. Hasil uji-t menunjukkan terdapat perbedaan yang signifikan. Hasilnya menunjukkan bahwa Sig. (2-tailed) adalah $0,024 < 0,05$. artinya H_0 ditolak dan H_a diterima. Dapat disimpulkan bahwa terdapat perbedaan yang signifikan pada kemampuan menulis *recount text* antara siswa yang dikelompokkan secara homogen dan siswa yang dikelompokkan secara heterogen.

Kata Kunci : Homogeneous Grouping, Heterogeneous Grouping, Collaborative learning, and Recount Text.

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Semarang,2024

Fadzlina Alivia Latifany



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CHAPTER I

INTRODUCTION

This chapter presents about Background of the Study, Reasons for Choosing the Topic, Statements of the Problem, Objectives of the Study, Hypothesis, Significances of the Study, Limitations of the Study, Definition of the Key Terms, and Organization of the Study.

1.1 Background of the Study

In learning English, writing is one of the four core skills that students have to master besides reading, listening, and speaking. Although writing is an important skill, there are still many students who feel anxious to write in English. Writing looks a little more difficult for students because it requires a higher ability to express ideas, thoughts, feelings into a piece of paper. This is because English still sounds unfamiliar so that students are often confused when translating a sentence to arrange it into a text (Fitriawan et al., 2021).

According to the newest curriculum in Indonesia, *Kurikulum Merdeka Belajar* (Independent Learning Curriculum), learning activities are currently driven more by student activity through learning strategies which in the process involve project-based activities such as scientific approach, project based learning, problem based learning, cooperative learning, and collaborative learning, etc. With so many learning activities that use group work, it makes the role of grouping in learning activities are essential to learn. In addition, group work also

has several advantages, as stated by Burke (2011) there are six advantages for students in group work:

- 1) students can exchange information so that the information they get becomes more and more,
- 2) Students are motivated to express their creativity in solving problems together,
- 3) It is easier for students to memorize the information they get from group discussions,
- 4) Students get satisfaction from the decisions they make in group discussions,
- 5) Students can understand themselves through evaluations received from the feedbacks of their group mates,
- 6) Students get used to working in team which is one of the interpersonal skills needed in the work environments.

There are 6 phases to learn English in Indonesian schools according to *Kurikulum Merdeka Belajar* (Independent Learning Curriculum);

- 1) Phase A is for students in grades 1 and 2,
- 2) Phase B is for students in grades 3 and 4,
- 3) Phase C is for students in grades 5 and 6,
- 4) Phase D is for students in grades 7, 8, and 9,
- 5) Phase E is for students in grade 10, and
- 6) Phase F is for students in grades 11 and 12.

For high school students, are in Phases E and F. At the end of these phases, students are expected to be able to use spoken, written, and visual texts to communicate situations, goals, and audiences. Various texts that must be mastered by students include narrative, description, exposition, procedure, argumentation, discussion, and authentic text. One of the types of authentic text is recount text. Recount text is a text that retells something that happened in the past. As stated by Imrohatin et al., (2020) recount text is a text that tells a story or experience in the past that aims to entertain and provide information to the audience. Things that need to be the focus of students in learning recount text are social functions, generic structure, and language features. Incident reports, diaries, personal letters, and experiences are the samples of recount text (Husna & Multazim, 2019).

It is a challenge for teachers to use a suitable method that can change students' negative perceptions that writing in English is not as difficult as they imagined before (San Rizqiya, 2021). Baer in Zamani (2016) suggested to divide students into homogeneous group and heterogeneous group. There have been many studies conducted by grouping students heterogeneously and homogeneously in various kinds of subjects since the 1990s to prove its effectiveness (Fauziah & Latief, 2019). Dewanti (2020) applied homogeneous and heterogeneous grouping to study psychology students, the result shows that students in heterogeneous groups have more discussions. On the other hand, a study of Pinto (2012) found that homogeneous grouping made significant progress in improving individual student performance. Different results were obtained by Maftoon and Ghafoori (2009). The results of their research showed an increase in writing ability by EFL

students who were in both homogeneous and heterogeneous groups. There are several factors that can differentiate or equalize heterogeneous and homogeneous grouping, namely, abilities, genders, and races (Zamani, 2016). In this case, the teacher can use students' abilities as an equalizer or differentiator in grouping students so that the students can get certain learning experiences based on their level.

1.2 Reasons for Choosing the Topic

In this study, the writer chose the topic “The Effect of Homogeneous and Heterogeneous Grouping on Student Collaborative Learning of Recount Text”, with the following reasons:

1. The topic of homogeneous and heterogeneous grouping has not been widely studied, especially in Indonesia.
2. Based on the studies that have been done before, there are some research gaps.
3. In the current learning model, group work is very important.
4. Group work has several advantages for students, one of it is it can encourage students to develop student social skills.

1.3 Research Question

Based on the background of the study, the research question of this study formulated as follows: “Is there a significant difference on students’ writing performance of recount text between students who are grouped homogeneously and students who are grouped heterogeneously?”

1.4 Objective of the Study

Based on the research question above, the writer expressed the objectives of the study was to find out whether there is a significant different on students' writing performance of recount text between students who are grouped homogeneously and students who are grouped heterogeneously.

1.5 Hypothesis

Based on the research question, the hypothesis was formulated as follows:

H₀: There is no significant different on students' writing performance of recount text between students who are grouped homogeneously and students who are grouped heterogeneously.

H_a: There is a significant different on students' writing performance of recount text between students who are grouped homogeneously and students who are grouped heterogeneously.

1.6 Significances of the Study

The results of this study are expected to give several significances for these following aspects:

1. Pedagogical Significance

The result of this study can be an insight for teachers to consider the application of heterogeneous grouping and homogeneous grouping in the classroom to engage over the students in teaching and learning activities.

2. Practical Significances

- a. For Teachers and Students

This study is expected to provide a knowledge for English teacher on how to teach writing using collaborative learning strategy to increase students' performance in their learning process.

b. For Readers and Future Researcher

May this study give the readers more knowledge about the effect of homogeneous and heterogeneous grouping on student collaborative learning of recount text and become a reference for the future researcher to conducting their studies on the related topic.

1.7 Limitations of the Study

In this study, the writer sets some limitations:

1. The subject of this research is the 10th grade students who are selected conveniently.
2. The effect of groping is only seen in learning writing recount text.

1.8 Definition of the Key Terms

The definition of the key terms can be explained as follow:

1. Heterogeneous Grouping

Heterogeneous groups are groups that are made by combining members based on ability, gender, and ethnicity (Dewanti, 2020).

2. Homogeneous Grouping

A homogeneous group is a group that divides students according to ability, gender, race, etc., in the same level or criteria (Baer, 2003).

3. Collaborative Learning

Collaborative learning is known as a teaching approach that requires groups of students working together to solve problems, complete assignments, or create a product of learning (Laal & Laal, 2012).

4. Recount Text

Recount text is a type of text that tells the reader about certain experiences in the past (Rosalinah et al., 2020).

1.9 Organization of the Study

This final project consists of the following chapters:

1. Chapter I was an introduction to the study. It consisted of the Background of the Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Significances of the Study, Limitations of the Study, Definition of the Key Terms, and Organization of the Study.
2. Chapter II discussed a review of related literature, which contained theories underlying the writing of the study.
3. Chapter III discussed about research method. It described about Method of the Study, Object of the Study, Technique of Collecting Data, and Technique of the Data Analysis.
4. Chapter IV was Analysis of Result and Discussion. This chapter consisted of School Profile, The Respondents, The Experiment, and The Discussion.
5. Chapter V was Conclusion and Suggestions. This chapter consisted of Conclusion and Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about Student Active Learning, Group Work, Homogeneous and Heterogeneous Grouping, Teaching Writing in Senior High School, Collaborative Writing, Recount Text, and Review of Related Studies.

2.1 Students Active Learning

Active learning is commonly referred to student centered that used instructional technique and directed by an instructor (Hartikainen et al., 2019). According to Markant et al. (2016), there are variety instructional techniques in active learning that can be used and combined; physical activity or interaction, deeper processing, elaboration or explanation of material, planning of learning activities, question and asking, metacognitive monitoring, and social collaboration. In addition, Weimer in Ginting (2021) stated that conversation about lectures, impromptu writing assignment, hands-on activities, and events of experimental writing are needs as approach to student active learning. These approaches used in active learning require independent thought, which involves data collection and problem-solving in the process (Roberts, 2019).

Active learning is widely known for its application which adheres to the principle of learning by doing. In this way, the essence of active learning is involvement in practical experiences and the use of these practical experiences as a source of further learning where the practice of investigation, reflection and supervision occurs (Cosner et al., 2018). Matsushita (2017) suggested six practices for elevating active learning-based instruction:

1. Assessing Learning Hours Outside the Class

A lot of active learning-based instruction is purely for the purpose to cover not only in-class learning but also out-of-class learning such as planning, evaluation, homework, essays, assignments, etc. The more time invested doesn't always equal greater results. On the other hand, not spending enough time outside of class preparation can be negative. As a result, in order to improve Active Learning-based instruction, teachers must evaluate the amount of time their students spend studying outside of the classroom in order to determine how much time they need to achieve desired learning outcomes.

The majority of active learning-based lessons include a number of diverse tasks that teachers must quickly assign to students, such as worksheets for writing, group discussions, or presentations. Students shouldn't spend all of their spare time outside of class doing pointless preparation, reviews, and homework. In order to improve the quality of active learning, teachers must also evaluate the quality of learning that occurs outside of the classroom.

2. Backward Design

The concept of backward design was put forth in their theory of authentic assessment, which evaluated learning and activities not only in the context of the classroom but also in relation to real-world social and personal issues through the following three stages: 1) identifying desired outcomes, 2) determining acceptable evidence, and 3) planning learning experiences

and instruction. Teachers specifically select desired outputs as learning outcomes first, choose appropriate evidence for assessment second, and then arrange learning activities and instruction for subsequent courses. Assessment and evaluation have often been done thus far through examinations or essays at the end of the course. The evidence for assessment is established first in backward design, though, and this provides a foundation for the designing of learning experiences and instruction. By focusing assessment on intended results, teachers can build their course and instruction using the backward design method.

3. Curriculum Development

Active learning basically involves teaching and learning at the course and class level rather than at the curriculum level. Nevertheless, recently, the Japanese government has mandated that teachers create learning and teaching goals for the courses they are teaching. So when you begin to think about teaching and learning in classrooms and courses, active learning-based instruction, design, etc., the discussion always involves desired learning outcomes and brings you to curriculum development. To develop students' cognitive, interpersonal, and social skills and competences from a curricular perspective, teachers must convert from teacher-centered to active learning-based instruction. This can improve the effectiveness of active learning-based instruction.

4. Multiple Classes per Week

In the US, several courses provide multiple classes every week. Some of the lecture-based courses, which are frequently found in freshman classes, offer not just two or three hours of lectures but also an hour-long seminar that is mainly led by teaching assistants. The typical American course arrangement, which consists of a lecture and a seminar each week, is appealing from the perspective of active learning and has the potential to improve the standard of active learning-based learning. Because the lessons are close together and the students can focus on their work, the several classes that include lectures and seminars each week are a beneficial system for students. Teachers can add more pertinent questions, set tasks, and occasionally change the learning materials based on the formative assessment of how the students are learning.

5. Building an Environment for Active Learning

There are three things that must be considered to build a learning environment: a) active learning studios, b) learning commons, and c) communication spaces. About the point a) active learning studios, the students need round tables, screen projections, laptops, literacy software or web, etc., that support student ideas, discussion, and presentation. For point b) learning commons, are constructed by combining the roles of libraries, technological resources, and other academic support. Students receive a variety of learning services from them, including learning support, direction to the appropriate locations, and functional and dynamic

spaces for questioning, collaboration, cooperation, consultation, discussion, etc. In relation to point c) communication spaces, students now have a space for communication.

6. Flipped Classroom

The term "flipped classroom" (also known as "inverted classroom") refers to a teaching and learning approach that flips the conventional in-class and outside-of-class learning models. To confirm the comprehension of the material, deeper thinking, and resolution by cooperative learning, what has traditionally been taught in the classroom is transferred out to outside learning, and what has traditionally been learned outside the class is moved inside. By watching online resources of the material that has already been taught in the class, students can get ready for their lessons. Furthermore, because quite a bit of the course content can be accessed as online materials, the flipped classroom gives students much more time for active learning during class, making it considerably more active learning-based than ordinary active learning-based instruction. Although the flipped classroom is challenging to implement, it is highly valued for how it contributes to improving the quality of instruction based on active learning.

2.2 Group Work

One of the most popular and well-researched teaching strategies in the classrooms is group work (Wilson et al., 2018). According to Oladunjoye (2019), students work collaboratively inside or outside the classroom in group

work. This activity includes assignments or learning and teaching activities that require students to work in groups. The main purpose of group work is to stimulate students' critical thinking, establish an environment that supports their educational autonomy, and help them become more organized and reflective (Irkinovich, 2021).

According to Lin (2019), there are three benefits of group work for students:

1. Group work is considered beneficial because it increases language learning opportunities

Group work is expected to be better than individual work because it has more knowledge resources. Most students liked group work because it gave them the chance to observe, learn from others, and get feedback. More students who were in collaborative computer groups understood the essential of working together and had a good attitude towards group learning. On the other hand, students who worked alone or with others without computers were more likely to focus less on the learning activity. However, students' attitudes towards group work weren't always reflected in their learning success. Students also had different views on whether talking to classmates helped or hindered their English language skills. Some said it helped, while others said it didn't.

2. Group work is perceived to increase language learning motivation

Intrinsic and extrinsic motivations play important roles in vocabulary learning. This is due to the fact that intrinsic motivation motivates learners to work more and learn more, whereas extrinsic motivation motivates them to work more and avoid the appearance of laziness. Additionally, group

work helps students to develop self-esteem, as helping others increases their feelings of self-worth and fulfillment, which in turn motivates them to learn more. For example, high-achieving students explain to low-achieving students how to increase their feelings of satisfaction and motivation. Hearing explanation helps low-achieving students learn by correcting errors and comparing new information with their prior knowledge.

3. Group work is seen as encouraging a less stressful learning environment
Students' anxiety and stress can affect their performance and the amount of effort they put into tasks. Learning vocabulary can be slowed down and language acquisition hindered by the "affective filter." Because of their English proficiency, students may feel anxious and frustrated when they are unable to achieve predetermined standards for individual work. In collaborative group work, the environment is friendly and non-threatening, enabling students to voice their opinions, share information, and get help. This can lead to better vocabulary knowledge as well as their active learning and passive learning in English. Anxiety and stress also affect students' self-esteem. Learners may feel less intimidated by difficulties in achieving their learning objectives.

2.2.1 Homogeneous and Heterogeneous Grouping

Homogeneous group is a group which consist of students with similar ability. Meanwhile heterogeneous is a group which consist of students with different ability (Hartono et al., 2023)

According to Martin and Paredes (2004), emphasizing personality attributes is the basis for forming the composition of collaborative group members. They stated that the grouping process should consider students' ability level, characteristics such as gender, race, goals, interest, attitudes, and personality such as extrovert, introvert, etc.

Collaborative learning conditions with the right composition of group members certainly make it possible to optimize the learning process. It needs to be taken into account because a group can be formed in conditions with varying member compositions. If viewed from the student's ability factor, there are groups whose members are homogeneous and there are groups whose members are heterogeneous. A homogeneous group formation in a situation may be better than a heterogeneous group composition. In the other hand, a heterogeneous group formation in a situation may be better than a homogeneous group composition. For this reason, we need a way to control the initial structure of the group, especially in the process of identifying appropriately (Sumadi et al., 2016).

According to Ningsih et al. (2023), both homogeneous and heterogeneous groupings have their respective advantages and disadvantages. The advantage of homogeneous groups is that they increase students' activity, character formation, and learning focus which has an impact on student learning outcomes. Meanwhile,

the disadvantage of homogeneous groups is that there are not many differences that can hone the process of thinking, negotiating, arguing, and developing. The advantage of heterogeneous groups is that they provide opportunities for mutual teaching and support among group members. Meanwhile, the weakness is that it can reduce students' learning focus because they are distracted by the opposite gender.

Hartono et al. (2023) found that a homogenous group performs better than a heterogeneous group. Even so, group activities are better than individual activities. Individual assignments do not effectively increase the English-presenting self-efficacy of non-EFL students as much as group tasks do. Individual tasks were surpassed by the gain scores of both homogeneous and heterogeneous group activities.

2.3 Teaching Writing at Senior High School

According to Eliwarti & Aruan (2018) teaching writing in Senior High School aims to give students knowledge, experience, and writing techniques. It provides everything from how to create simple texts to more complicated ones for a variety of texts, including narrative, descriptive, expository, news, recounts, reports, etc. In line with Harlena et al. (2019), the objective of teaching writing is to help students learn how to communicate in both verbal and written language fluently and accurately, in the form of transactional text, interpersonal text, and short functional text particularly in narrative text, descriptive text, report text, and recount text. Instead of acting as an adjudicator, the role of a teacher must be one

of a facilitator and coach. As a facilitator, the teacher provides guidance to assist students in thinking through the writing process, but, due to respect for student perspective, they're prohibited to involving personal opinions into student work (Hidayati, 2018).

Byrne in Alisha et al. (2019) stated that there are three factors that affect writing process:

1. Psychology issue, where the teachers is expected to be able to write on their own without an opportunity for feedback or interaction, which creates challenges in writing;
2. Linguistic issue, the teachers must maintain communication through their own efforts and ensure that the material they write or present can be understood by the choice of sentence structure and the way their words are linked and sequenced;
3. Cognitive issue, a teacher must comprehend the written form of the language and learn specific structures in order to communicate effectively in writing.

As indicated by Tribble in Eliwarti and Aruan (2018) that there are three fundamental approaches in teaching writing, they are focus on form, writer, and reader. The three discussed approaches are:

1. Product Approach

The product approach is based on behavioral principles and relates language teaching to linguistic forms, distinct language skills and habit formation. The main focus of the Product Approach is on form. A lot of

materials today still use a text-based approach. Typically, teachers provide several texts for students to imitate or adapt. In the Product Approach, the teacher's primary role is to emphasize students' concept of accuracy and appropriateness in their writing.

2. Process Approach

Unlike the Product Approach, which focuses on the product, the Process Approach focuses on students' process of creating their writing. Through focusing on their writing process, students are expected to discover how to carry out their writing. In the writing process, students have to expand their writing abilities, either knowledge or skills. It should be possible with the cooperation and help from the teacher or other students. The process can also encourage students to express their ideas and feelings freely by giving them quite some time and chances to review and revise their writing.

3. Genre Approach

Genre approach is an enlargement of Product Approach. It is focuses on teaching certain genre including essays, assignments, and other written work. The academic discipline concentrates on these genres, as well as the linguistic traits and contexts in which texts are produced. This approach is based on systemic functional linguistics, which uses language as a resource for creating meaning in a given context of use rather than as a set of fixed rules and structures. The essential aspect is the social aspect of the used language depends on the context.

2.4 Collaborative Writing

According to Lieu and Phuong (2021), collaborative writing is when two or more writers collaborate to produce a text together. It is expected to elevate students' reflective thinking, particularly by explaining and defending their own ideas to their group partners. Collaborative writing has been widely implemented in EFL classrooms over the last 20 years due to its potential to improve the quality and accuracy of writing, stimulate constructive ideas along with the path of meaning-making, and provide opportunities to interact in the targeted language (Kitjaroonchai & Suppasetsee, 2021). Storch in Lieu and Phuong (2021) stated that there are two advantages in collaborative writing. First, it promotes the elaboration of cognitive and learning processes. As a result of practicing collaborative writing, students become reflective thinkers who understand what their audience is saying. Second, it promotes the process of creating a text, which includes lexical decisions and grammatical form.

Based on Ismail and Ramadhan (2019), there are three activities that involved in collaborative learning, they are:

1. Pre-writing, in this activity students are planning out on what will they write with their group partner. The teacher's role in this activity is to facilitate the students by forming the group.
2. Drafting, in this activity students are developing their ideas and write them down in a piece of paper. The role of the teacher in this activity is to encourage students to collaborate in creating a text.
3. Responding or giving feedback, in this activity students get responses from their group partner and they are likely to consider whether the feedback

should be taken. In other words, they are able to identify their errors in linguistic and non-linguistic part of the writing with the help of collaborative writing.

Based on Berndt in Lingard (2021), indicated that there are plenty of different strategies on collaborative writing, but the following are the most common:

1. One-for-all writing

One-for-all writing is when one writer writes for the entire member of the group, providing consistent style and efficiency. It's ideal for groups with a shared comprehension of what they're supposed to be writing about, or as a quick and easy way to create a first draft that can be changed multiple times using different writing strategies.

2. Each-in-sequence writing

Another type of writing is in-sequence writing, where one person writes something, finishes it, and passes it to the next writer. It works well for asynchronous groups that work asynchronously and need document-sharing platforms because they cannot meet often. However, it can lead to issues such as low social interaction, single-person bottlenecks, lack of consistency, and inconsistent version control. To address these issues, teams can have early meetings, agree on the primary story, and assign a lead writer to take care of the sequence and integration.

3. All-in-parallel writing

All-in-parallel writing breaks down writing into separate units and writers working at the same time, which helps to increase process efficiency and writer independence. It works best when the division of groups are not random but based on each writer's area of expertise. However, it may result in excessive or inconsistent material.

4. All-in-reaction writing

In all-in-reaction writing, the members of the group write a document together in real time, adapting to each other's modifications and additions without any prior planning or coordination. It helps to create harmony in their writing through flow and creativity, encourages discussion, and opens up new perspectives.

5. Multi-mode writing

A lot of research teams use multi-mode writing during a writing project. For instance, a grad student may write the first draft (one-for-all writing), then have it reviewed by team members one at a time (each-in-sequence writing), and then revise the abstract (all-in-reaction). It is essential to make sure that all writers are competent users of the tools that support the collaborative writing process.

2.5 Recount Text

A recount text is a type of writing where the author narrates, in a logical order, events or actions from their past with the intention of entertaining the reader (Sinta & Astutik, 2019). Recount texts serve to retell what happened, record the sequence of events and evaluate their importance in some way. (Cakrawati, 2018).

Derewianka in Cakrawati (2018) classified recount text into three categories: personal recount, factual recount, and imaginative recount. Recounts focus on specific participants and use chronological sequence, past tense, action verbs, and conjunctions. Personal recounts use first-person pronouns and personal responses to add attraction or comedy. Factual recounts use third-person pronouns and passive voice for precise information. Imaginative recounts use first-person pronouns but may include writers' personal reactions. Each type has its own purpose and language features.

Recount text contains a language feature that helps the writer create the paragraph more easily by bringing up the language feature. According to Anderson and Anderson in Sinta and Astutik (2019), recount texts have the following four grammatical characteristics:

1. Using appropriate nouns for identify,
2. Using the participants in the text,
3. Using descriptive words to provide information about what, who, where, when, and how,
4. Using past tense to narrate past events,
5. Using words that show the sequence of the events.

The generic structure of the text refers to how the text is arranged and how it needs to be arranged properly. There are three scaffold parts on the recount text according to Anderson and Anderson in Sinta and Astutik (2019):

- Orientation: an orientation discusses about the background material revealed by the 4W questions—what, who, where, and when—usually seen in the opening paragraph.
- Events: an event holds a series of events that occurred in a chronological order and has to be organized.
- Re-orientation: re-orientation contains the summary of the entire paragraph, with the option to include a personal statement if necessary.

2.6 Review of Related Studies

The other researchers have conducted the similar research. The first is Umam (2020) conducted entitled “The Effectiveness of Collaborative Learning in Teaching Speaking at The First Grade Students’ of MA Darussalam Bermi Gerung in the Academic Years 2019/2020”, The objective of this study was to find out whether there is any effect of using collaborative learning on students’ ability in speaking at first-grade of MA Darussalam Bermi or not. The design of this study used Quasi- experiment pre-test and post-test control and experiment group. Samples of the research amounted to 40 students. The chosen samples were class VII IPA 1 as control group and class VII IPA 2 as experiment group. The instruments in this study were tests. The test is used to obtain data relating to the students’ speaking skill in descriptive text. After the data were collected and calculated, the score from pre-test to post-test at experiment group showed a significant improvement than at control group. In the experiment group, the pre-test mean score was 44.1, while their post-test mean score was 66.9. While control group pre-test mean score was 37.0, and their post-test score was 39.2. The result

of t-test showed that the $T_{\text{count}} > T_{\text{table}}$ ($13.033 > 2.045$), it means that alternative hypothesis (H_a) is accepted which indicated that there is a significant effect of using collaborative learning on students' speaking skill at first-grade of MA Darussalam Bermi.

The second previous research is from Setiadi (2023) entitled "*Peningkatan Hasil Belajar Siswa dengan Menggunakan Model Pembelajaran Collaborative Learning (Eksperimen pada Siswa Kelas X SMA Pasundan 2 Bandung Tahun Ajaran 2023 / 2024)*", This study aims to determine differences in student learning outcomes in experimental classes that use the Collaborative Learning model, and to find out how much student learning outcomes increase by using this learning model in economics subjects with economics concepts at SMA Pasundan 2 Bandung. Data collection techniques in this study were observation, pretest and posttest, as well as documentation to answer these problems using a quasi-experimental study. Based on the results of the study, there was an increase in student learning outcomes based on the pretest - posttest scores of the experimental class. In the experiment group, the pre-test mean score was 57.36, while their post-test mean score was 77.63. While control group pre-test mean score was 56.34, and their post-test score was 63.84. Judging from the N-Gain value of the experimental class of 46.32 or 46.32% which is included in the medium N-Gain criteria, while the average N-Gain for the control class is 8.88 or 8.88% which is included in the N-Gain criteria is less. So it can be concluded that the more effective model is the Collaborative Learning model because it has more influence on student learning outcomes in economics subjects.

The last related study conducted by Helsanita et al. (2014) entitled “The Effectiveness of Collaborative Learning in Improving Students’ Ability in Reading Descriptive Text”, The objective of this study is to know the effectiveness of Collaborative Learning in improving students’ ability in reading descriptive text at the seventh grade students of SMP Pelita Harapan, South Jakarta. The study was quantitative method which used pre-experimental research. The writer only took one class from class 7B as the sample of the research by using purposive sampling. The class 7B consists of 32 students, but only 25 students who followed all stages of research from the beginning until the end. The instruments used in this study were pre-test and post-test. The mean of pre-test was 58.2 and the mean of post-test was 67.4. Then, the t-test result (5.57) is higher than t-table (2.06). It concluded that Collaborative Learning is effective in improving students’ reading ability.

This study has an independent variable that is similar to the variable in previous studies, namely collaborative learning. What differentiates this research from previous research is the dependent variable and the research location. Aside from that, previous studies examined the effectiveness of collaborative learning in general, while this research compares the effectiveness between homogeneous grouping and heterogeneous grouping.

CHAPTER III

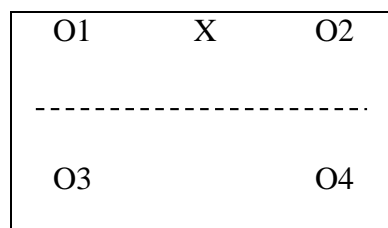
RESEARCH METHOD

This chapter presents the research method. It is a system used for collecting the data to be analyzed to find information on a related topic. It consists the design of the study, the subject of the study, the variables of the study, the instrument of the study, the data collection procedure, and the data analysis.

3.1 Design of Study

This study applied a quasi-experimental research method with a quantitative approach. The quasi-experimental method aimed to uncover a causal relationships between the control group and the experimental group, but the two groups were separated using a non-random technique which required a short time to see the effect of treatment (Abraham & Supriyati, 2022). The control group in this research method could not function fully to control extra variables that influenced the implementation of the experiment (Hikmawati, 2020). To determine the effect of homogeneous and heterogeneous grouping on students' writing performance of recount text, this study followed a non-equivalent control group design. According to Abraham and Supriyati (2022), there were two groups of subjects where one received treatment and one group was the control group in this design. Both groups received a pre-test and post-test.

As mentioned by (Cohen et al., 2007), the type of this study is designed as follow:



O1 : Pre-test for the experimental group

O2 : Post-test for the experimental group

O3 : Pre-test for the control group

O4 : Post-test for the control group

X : Treatment (homogeneous and heterogeneous grouping)

Cohen et al. (2007)

3.2 Subject of the Study

a. Population of the Study

Population refers to all elements in the study, which included objects and subjects with certain characteristics and traits (Amin et al., 2023). The population of this study was the 10th grader at an SMA N in Semarang. The total of the population is 431 students from the 12 classes.

b. Sample of the Study

According to Amin et al. (2023), sample is part of the population that is the actual source of data in a study. In other words, sample is a part of the population to represent the entire population. The sample in this study will be 71 students from the 2 classes of the 10th graders of an SMA N in Semarang which were selected using purposive sampling by the English teacher recommendation. The purposive

sampling technique was determined based on certain considerations (Garaika & Darmanah, 2019).

3.3 Variable of the Study

The variables in this study consisted of independent variables and dependent variables.

a. Independent Variable

The independent variables were variables that could influence the dependent variable; relationships could be positive or negative toward the dependent variable (Garaika & Darmanah, 2019). The independent variable in this study was a collaborative learning strategy with two types of group composition, namely homogeneous groups and heterogeneous groups.

b. Dependent Variable

The dependent variable was a variable that was affected by or caused by the presence of independent variables (Garaika & Darmanah, 2019). The dependent variable was students' writing performance of recount text.

3.4 Instrument of the Study

Instrument of the study was a tool for data collection in a study (Hikmawati, 2020). The writer used writing test as an instrument to collect data in this study. The instrument was divided into pre-test and post-test to collect the data in the writing test. The writing theme of pre-test and post-test were different. The pre-test was carried out before homogeneous and heterogeneous grouping were applied, while the post-test carried out after.

The writer used the scoring rubric by Hughes and Hughes (2020) below to measure students' writing abilities of recount text:

Scoring Rubric of Writing

Score	Behavioral Statements	Points
Grammar	There appear to be very few (if any) grammatical errors or word order.	6
	Some grammatical errors or word order prevent comprehension.	5
	Grammatical errors or frequent word order; Sometimes it is necessary to re-read to fully understand.	4
	Grammatical errors or frequent word order; Sometimes interpretive effort from the reader may be required.	3
	Grammatical errors or word order too frequent; the reader must often rely on his or her own interpretation.	2
	Grammatical errors or word order that are too complex to make sense of.	1
Vocabulary	Use words and expressions that rarely differ from those of a well-educated writer.	6
	Sometimes inappropriate words are used or descriptions are relied upon; expressing ideas.	5
	Frequently use incorrect or inappropriate words; Expression of ideas may be limited due to inadequate vocabulary.	4
	Finite vocabulary and frequent errors clearly hinder presentation of ideas.	3

	Vocabulary so limited and often misused, so the reader must rely on his or her own interpretation.	2
	Vocabulary extremely limited that it makes understanding impossible.	1
Mechanics	Some bad punctuation placements or spelling.	6
	Periodically lapses in punctuation or spelling but do not interfere with comprehension.	5
	There are fairly often errors in punctuation or spelling; sometimes it is necessary to read it again to fully understand it.	4
	There are often errors in spelling or punctuation; sometimes it leads to unclearness.	3
	There are very continual errors in spelling or punctuation, so the reader must often rely on his or her own interpretation.	2
	Spelling or punctuation errors are so critical that it makes understanding impossible.	1
Fluency	Choice of structures and vocabulary consistently appropriate; rarely differ from those of a well-educated writer.	6
	Sometimes a lack of consistency in form and word choice, but does not interfere overall ease of communication.	5
	'Patchy', where some form or element of the word seems inappropriate in the general sense.	4
	Forms of words or terms are sometimes used not only inappropriately but also misused; there is little sense of ease of communication.	3
	Communication is often hindered by inappropriate or misused forms or lexical items.	2

	Half-educated, 'messy' with misused materials and words that make communication impossible.	1
Form	Well organized; better development of relevant concepts; as a knowledgeable writer.	6
	Well-designed equipment; connections may sometimes be unclear, but communication is not hindered.	5
	There some of absence of organization; it is necessary to read again to understand the concepts.	4
	Although the reader infers some connection, there is little or no attempt at attribution.	3
	Individual thoughts can be understood, but it is very difficult to discern the relationship between them.	2
	The lack of organization is so serious that communication suffers severely.	1

Taken from Hughes and Hughes (2020)

Score: Grammar + Vocabulary + Mechanics + Fluency + Form = Total

3.5 Data Collection Procedure

Data collection procedures was carried out as follows:

3.5.1 Pre-test

The pretest given in the first meeting to assess students' abilities before the treatment. The writer asked the students of X.E-10 and X.E-12 to wrote a personal recount text in 15 minutes.

3.5.2 Treatment

During the study, the writer experimented with teaching in class X-E.10 and X-E.12. Students grouped by the writer homogeneously and heterogeneously. Class X-E.10 was grouped homogeneously and class X-E.12 was grouped heterogeneously. This study consisted of two meetings, one meeting lasts for two lesson hours (90 minutes).

a. First Meeting

The writer introduced herself in this meeting and explained the purpose of her presence to the students. Then, the students given 15 minutes to wrote a personal recount text with the theme 'My Unforgettable Experience' on a piece of paper as a pre-test. After that, the writer collected their work and used it to assess student's ability to write in terms of grammar, vocabulary, mechanics, fluency, and form.

b. Second meeting

The writer started to apply homogeneous grouping in X-E.10 and heterogeneous grouping in X-E.12 in this meeting, each group consisted of 4 students. The writer asked students to wrote a factual recount text with the theme 'Landmarks of Semarang' in turns, each student gets 3 minutes to wrote before handed the writing to the next student. After that, the writer asked students individually to wrote about their dreams as children for 15 minutes as a post-test. And then, the writer collected their work and used it to assess student's ability to write in terms of grammar, vocabulary, mechanics, fluency, and form.

3.5.3 Post-test

The post-test was done on the last meeting to assess students' abilities after the treatment. The writer asked the students to write an imaginative recount text in 15 minutes.

3.6 Data Analysis

During the analysis process, the writer used an application known as SPSS (Statistical Package for the Social Science) for Windows. Data analysis was carried out using the t-test procedure. In addition, the t-test used to determine the difference in pre-test and post-test scores between the experimental group and the control group. Before carried out the t-test, the author calculated normality and homogeneity tests. The testing steps are explained as follows:

3.6.1 Normality Test

The normality test used to determine whether the sample data represents a normally distributed population. These results obtained from the pre-test and post-test of the experimental class and control class. In SPSS (Statistical Package for the Social Science) for Windows, the normality test that was often used was the Lilliefors (Kolmogorov-Smirnov) method. If the normality test result was greater than 0.05 (> 0.05), then the result was normally distributed. However, if the test result was below 0.05 ($= 0.05$), then the result was not normally distributed.

3.6.2 Homogeneity Test

After the normality test results showed that the data normally distributed, the author carried out a homogeneity test. The purpose of the homogeneity test was to evaluate the similarity of the two groups. Similar to the normality test, the homogeneity test was also carried out using the SPSS application.

3.6.3 T-test

After conducted Normality and Homogeneity test, the writer analyzed the data using t-test. A t-test was a statistical method used to test whether there were significant differences between two groups or populations. The testing carried out with the following hypothesis:

H_0 : There is no significant difference in the mean scores of the students' writing tests on recount texts between the students who are assigned to work in a homogeneous group and those who are assigned to work in a heterogeneous group.

H_a : There is a significant difference in the mean scores of the students' writing tests on recount texts between the students who are assigned to work in a homogeneous group and those who are assigned to work in a heterogeneous group.

If the result of $T_{\text{count}} < T_{\text{table}}$, the H_0 is accepted and H_a is rejected. Alternatively, if the result of $T_{\text{count}} > T_{\text{table}}$, H_0 is rejected and H_a is accepted.

CHAPTER IV

ANALYSIS OF RESULT AND DISCUSSION

This chapter presented analysis of result including School Profile, The Respondents, The Experiment, and The Discussion.

4.1 School Profile

This SMA N has received “A” accreditation from the National Accreditation Board, so the school surely has a good reputation. It can be proven by a lot of achievements which students have reached in academic and non-academic programs. In this academic year, this school has used the latest curriculum, namely *Kurikulum Merdeka Belajar*. There were 68 teachers in the school and there were 2 English teachers. This school has 36 classes, it consists of 12 classes of the 10th graders, 12 classes of the 11th classes, and 12 classes of the 12th graders. The total number of the students on the academic year 2023/2024 was 1.273 students.

4.2 The Respondents

The population of this study was all of the 10th graders. There were two classes which were taken as the subject of the research. They were X-E.10 and X-E.12. In the Experiment, X-E.10 were grouped Homogeneously and X-E.12 were grouped Heterogeneously.

4.3 The Experiment

This subchapter contains pre-test score, treatment, and post-test score to answer the research question.

4.3.1 Pre-test

The writer conducted the pretest on April 25th, 2024 for X-E.12 (Heterogeneous Grouping Class) and April 26th, 2024 for X-E.10 (Homogeneous Grouping Class). The writer asked the students to write a personal recount text. The purpose of pre-test used to assess students' abilities before treatments.

a. Pre-test of X-E.12 (Heterogeneous Groups)

- $X_{\min} = 16$
- $X_{\max} = 28$
- $\text{Range} = X_{\max} - X_{\min}$
 $= 28 - 16 = 12$
- $\text{Mean} = (X_{\max} + X_{\min}) / 2$
 $= (28 + 16) / 2 = 22$
- $\text{SD (standard of deviation)} = \text{Range} / 6$
 $= 12 / 6 = 2$
- To determine the length of the class interval = $\text{Range} / \text{number of classes}$
 $= 12 / 3 = 4$

From the results of the pre-test that has been carried out in the X-E.12 class, the highest score was 28 and the lowest score was 16, were then classified into high, medium, and low category tables as follows:

Table 4.1 Class Interval of Pretest of X-E.12

No	Category	Interval	Class Interval	Frequency	Percentage
1	High	4	25-28	8	23%
2	Medium	4	21-24	16	46%
3	Low	4	20-16	11	31%
Total				35	100%

From the table above which showed the results of the pre-test that was carried out, data was obtained from 35 respondents in the experimental group, there were 8 students who had very high pre-test results, 16 students had medium pre-test results, and 11 students had pre-test results. low. So the pre-test frequency of the X-E.12 groups were mostly located in the interval of 21-24 medium categories.

b. Pre-test of X-E.10 (Homogeneous Groups)

- $X_{min} = 17$
- $X_{maks} = 26$
- $Range = X_{maks} - X_{min}$
 $= 26 - 17 = 9$
- $Mean = (X_{maks} + X_{min}) / 2$
 $= (26 + 17) / 2 = 21,5$
- $SD \text{ (standard deviation)} = Range / 6$
 $= 9 / 6 = 1.5$
- To determine the length of the class interval = $Range / \text{number of classes}$
 $= 9 / 3 = 3$

From the results of the pre-test that has been carried out in the X-E .10 class, the highest score was 26 and the lowest score was 27, were then classified into high, medium, and low category tables as follows:

Table 4.2 Class Interval of Pretest of X-E.10

No	Category	Interval	Class Interval	frequency	Percentage
1	High	3	26-24	15	42%
2	Medium	3	23-20	17	47 %
3	Low	3	19-17	4	11 %
Total				36	100%

From the table above, the results of the pretest that have been carried out were obtained data from 36 respondents of the experimental group, there were 15 students who had high pre-test results, 17 students had medium pre-test results, and 4 students had low pre-test results. So the pre-test frequency of the X-E.10 groups were mostly located in the interval of 23-20 medium categories.

4.3.1.1 Normality Test

The normality test is used to determine whether the data population is normally distributed or not. This test is usually used to measure ordinal, interval or ratio scale data. If the analysis uses parametric methods, then normality requirements must be met, namely that the data comes from a normal distribution. If the data is not normally distributed, or the number of samples is small and the

data type is nominal or ordinal, then the method used is non-parametric statistics. In this discussion, the One Sample Kolmogorov-Smirnov test will be used using a significance level of 0.05. Data is declared normally distributed if the significance is greater than 5% or 0.05.

Table 4.3 Table of Normality Test of the Pre-test

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
HASIL	Pretest He	.131	35	.134	.965	35	.311
	Pretest Ho	.128	36	.143	.943	36	.064
a. Lilliefors Significance Correction							

From the pretest normality test table, it can be seen that the pre-test in each class has a distribution value; Sig. $0.134 > 0.05$, it can be concluded that the post-test and pretest data are declared to be normally distributed.

4.3.2 Treatment

The treatment was given after the-pretest. It was held on May 2nd until May 3rd, 2024. Due to the project of the 10th grader, the researcher could only give the students one treatment. It would be clarified in the explanations below:

a. First Meeting

The writer introduced herself in this meeting and explained the purpose of her presence to the students. Then, the students given 15

minutes to write a personal recount text with the theme 'My Unforgettable Experience' on a piece of paper as a pre-test. After that, the writer collected their work and used it to assess student's ability to write in terms of grammar, vocabulary, mechanics, fluency, and form.

b. Second Meeting

The writer started to apply homogeneous grouping in X-E.10 and heterogeneous grouping in X-E.12 in this meeting, each group consisted of 4 students. The writer asked students to write a factual recount text with the theme 'Landmarks of Semarang' in turns, each student gets 3 minutes to write before handed the writing to the next student. After that, the writer asked students individually to write about their dreams as children for 15 minutes as a post-test. And then, the writer collected their work and used it to assess student's ability to write in terms of grammar, vocabulary, mechanics, fluency, and form

4.3.3 Post-Test

The writer conducted the post-test on May 2nd, 2024 for X-E.12 (Heterogeneous Grouping Class) and May 3rd, 2024 for X-E.10 (Homogeneous Grouping Class). The post-test was conducted to measure the students' writing performance of recount text after the treatment.

a. Post-test of X-E.12 (Heterogeneous Groups)

- $X_{\min} = 21$
- $X_{\max} = 28$
- $\text{Range} = X_{\max} - X_{\min}$
 $= 28 - 21 = 7$
- $\text{Mean} = (X_{\max} + X_{\min}) / 2$
 $= (28 + 21) / 2 = 24,5$
- $\text{SD (standard of deviation)} = \text{Range} / 6$
 $= 7 / 6 = 1,17$
- To determine the length of the class interval = $\text{Range} / \text{number of classes}$
 $= 7 / 3 = 2.4$ rounded to 3

From the posttest results that have been carried out in the X-E .12 class group, the highest value of 28 and the lowest value of 21 are then classified into the form of a table of high, medium and low categories as follows:

Table 4.4 Class Interval of Posttest of X-E.12

No	Category	Interval	Class Interval	Frequency	Percentage
1	High	3	39-27	11	31%
2	Medium	3	26-24	15	43 %
3	Low	3	23-21	9	26 %
Total				35	100%

From the table above, which presented the posttest results that had been carried out, data were obtained from 35 experimental group respondents, there were 11 students who had high post test results, 15 students had medium post test results, and 9 students had low post test results. So the frequency of posttest of groups in the X-E.12 were mostly located in the interval 26-24 medium category.

b. Post-test of X-E.10 (Homogeneous Groups)

- $X_{\min} = 20$
- $X_{\max} = 28$
- $\text{Range} = X_{\max} - X_{\min}$
- $= 28 - 20 = 8$
- $\text{Mean} = (X_{\max} + X_{\min}) / 2$
- $= (28 + 20) / 2 = 24$
- $\text{SD (standard of deviation)} = \text{Range} / 6$
- $= 8 / 6 = 1,34$
- To determine the length of the class interval = $\text{Range} / \text{number of classes}$
- $= 8 / 3 = 2.67$ rounded to 3

From the results of the post-test that has been carried out in the X-E.10 class group, the highest value of 26 and the lowest value of 17 are then classified into high, medium, and low category tables as follows:

Table 4.5 Class Interval of Posttest of X-E.10

No	Category	Interval	Class interval	Frequency	Percentage
1	High	4	28-26	10	28 %
2	Medium	4	25-23	19	53 %

3	Low	4	22-20	7	19 %
Total				36	100%

From the table above, the posttest results that have been carried out were obtained data from 36 experimental group respondents, there were 10 students who had high post test results, 19 students had medium posttest results, and 7 students had low post test results. So the frequency of posttest of groups in the X-E.12 were mostly located in the interval of 25-23 medium categories.

4.3.3.1 Normality Test

The normality test is used to determine whether the data population is normally distributed or not. This test is usually used to measure ordinal, interval or ratio scale data. If the analysis uses parametric methods, then normality requirements must be met, namely that the data comes from a normal distribution. If the data is not normally distributed, or the number of samples is small and the data type is nominal or ordinal, then the method used is non-parametric statistics. In this discussion, the One Sample Kolmogorov-Smirnov test will be used using a significance level of 0.05. Data is declared normally distributed if the significance is greater than 5% or 0.05.

4.6 Table of Normality Test of the Pot-test

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
HASIL	Posttest He	.191	35	.023	.926	35	.022
	Posttest Ho	.148	36	.044	.951	36	.110

a. Lilliefors Significance Correction

From the pretest normality test output table, it can be seen that t The posttest in each class has a Distribution value; Sig. $0.023 > 0.05$, it can be concluded that the post-test and pretest data are declared to be normally distributed.

4.4 T-test

Independent-samples t-test is used to compare the means of two different groups to see if there is a significant difference between them. This is one of the most commonly used statistical methods to determine whether there are significant differences between two groups that are considered independent of each other.

4.7 Table of Group Statistics

Group Statistics					
	Model	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar	X-E.10	36	24.25	2.156	.359
	X-E.12	35	28.20	2.098	.355

Based on the Group Statistics output table above, the average value of student learning outcomes or Mean for class X-E.10 is 24.25, while for class X-E.12 it is 28.20. Thus, descriptive statistics can be concluded that there is a difference in the average student learning outcomes between class X-E.10 and class X-E.12. Next, to prove whether this difference is significant or not, we need to interpret the following "Independent Samples Test" output:

4.8 Table of Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil belajar	Equal variances assumed	.098	.755	-1.881	69	.024	-.950	.505	-1.958	.058
	Equal variances not assumed			-1.882	69.000	.034	-.950	.505	-1.957	.057

Based on the output above, the Sig value is known. Levene's Test for Equality of Variances is $0.755 > 0.05$, so it can be interpreted that the data variance between class X-E.10 and class X-E.12 is homogeneous or the same. So the interpretation of the Independent Samples Test output table above is guided by the values contained in the "Equal variances assumed" table.

Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, it is known that the Sig. (2-tailed) is $0.024 < 0.05$, so as is the basis for decision making in the independent sample t test, it can be concluded that H_0 is rejected and H_a is accepted. Thus it can be concluded that there is a significant (real) difference between the average learning outcomes of students in class X-E.10 and class X-E.12.

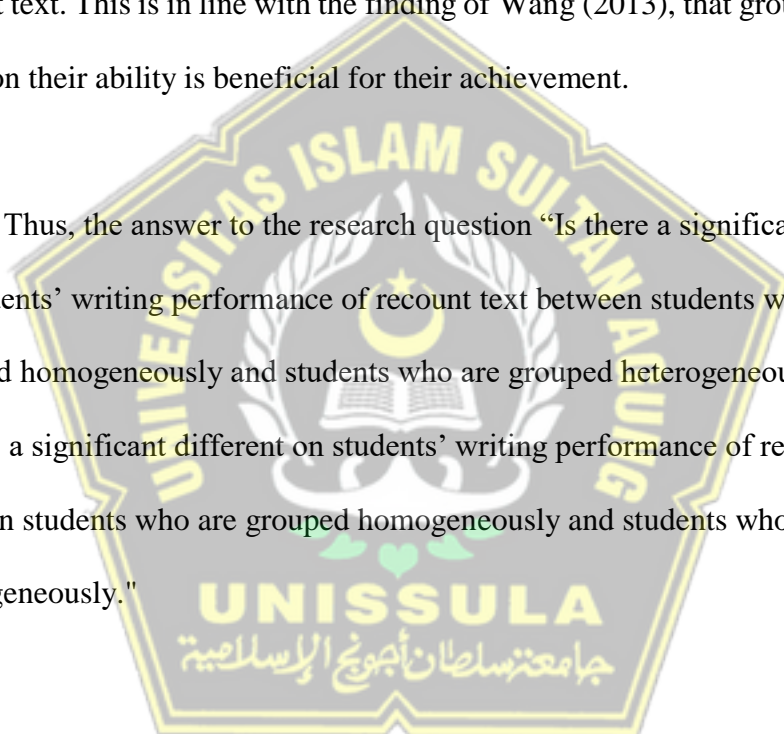
4.5 Discussion

Based on the results of the analysis provided, it can be concluded that there is a significant difference in the ability to write recount text between students who are grouped homogeneously (classes X-E.10) and students who are grouped heterogeneously (classes X-E.12).

First of all, from the statistical description, we saw that there are differences in the average student learning outcomes between the two classes, with the average learning outcomes for class X-E.10 being 24.25, and for class X-E.12 being 28.20. Furthermore, Levene's Test for Equality of Variances shows that the data variance between the two classes is homogeneous or the same, because the Sig value. Levene's Test is $0.755 (> 0.05)$.

So, the interpretation of the Independent Samples Test output is based on the assumption that the variance of the two groups of data is the same, and the results show that the Sig. (2-tailed) from the independent samples t-test is 0.024 (< 0.05). This shows that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, there is a significant difference between the average learning outcomes of students in class X-E.10 and class X-E.12 to write recount text. This is in line with the finding of Wang (2013), that grouping students based on their ability is beneficial for their achievement.

Thus, the answer to the research question "Is there a significant difference on students' writing performance of recount text between students who are grouped homogeneously and students who are grouped heterogeneously?" is "Yes, there is a significant different on students' writing performance of recount text between students who are grouped homogeneously and students who are grouped heterogeneously."



CHAPTER V

CONCLUSION AND SUGGESTIONS

The last chapter presents the conclusion and suggestions which are based on analysis and discussion in the previous chapter. The first part is conclusion of analysis and followed by suggestion afterwards.

5.1 Conclusion

Based on the explanation of previous chapter, it can be assumed that both Homogeneous Grouping and Heterogeneous Grouping improved students' writing performance of recount text. It can be seen in the final score of both class in pre-test score, post-test score, t-test, and t-table.

The score of post-test of both Homogeneous Groups and Heterogeneous Groups was 24.25 and 28.20. The interpretation of the Independent Samples Test output is based on the assumption that the variance of the two groups of data is the same, and the results show that the Sig. (2-tailed) from the independent samples t-test is 0.024 (< 0.05). This shows that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, there is a significant difference between the average learning outcomes of students in class X.E-10 and class X.E.12 in the ability to write recount text.

In summary, the statistical analysis concluded that homogeneous and heterogeneous grouping has a significant difference on students' writing performance of recount text among the 10th graders of an SMA N in Semarang. In that school, heterogeneous grouping found to be more helpful and effective on students' writing performance.

5.2 Suggestion

After the whole process were done, finally the writer made some suggestions for the teacher, students, and other researcher. They are as follow;

a. For the Teacher

It is suggested for the teacher to use Heterogeneous Grouping method to improve students' writing ability. This method believed to provide opportunities for mutual teaching and support among group member.

b. For the Students

Students are expected to become more familiar with English texts. Not only recount text, but also other texts. It is important because it can be useful in the future. There are many learning resources in English to support learning activities at university and also increase skills for your future careers.

c. For the Researcher

The writer expects and hopes that they will get inspiration to use Homogeneous and Heterogeneous Grouping to improve students' writing performance. May this research can be useful for the researchers.

Finally, the researcher hopes that this study can able to give the contribution in educational world in English teaching and learning process, especially in writing. This study also can be one of references for the next researcher in conducting the same study with different perspective.

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