



## The Implementation of Group Work and Fantasy Movie in Teaching Writing Skill at the 10<sup>th</sup> SMK2 Madiun

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### ABSTRACT

This research aims to analyse (1) the use of group work technique and picture series to teach writing for the tenth-grade students of SMK 2 Madiun. (2) the problems found in the use of group work technique and fantasy movie to teach writing for the tenth-grade students of SMK 2 Madiun. (3) the solution of the problem given in the use of group work technique and fantasy movie to teach writing for the tenth-grade students of SMK 2 Madiun. The method used in data collection is qualitative method using observations, interview, and documentation. The subjects of this study were 10 grade X. OTKP 1 students of SMK 2 Madiun. The results showed that (1) the implementation of the use group work technique and fantasy movie in teaching writing consists of three stages of activity named: pre-activities, whilst activities, and post-activities. (2) The problems of the using group work technique and fantasy movie to teach writing as follows: first, Students find difficult when discussing with friend and generating ideas. Second, Students struggled to select the right words for a given situation and had limited vocabulary mastery. (3) The solutions to solve the problems in the use of group work technique and fantasy movie to teach writing as follows: First is the teacher guides the students and control each group while guiding on what to identify and the teacher also selects an appropriate student for their partner. Second is the teacher asked the students to open the dictionary during the lesson. the researcher gives suggestion for the other researcher to develop the other collaboration strategies and another interesting media.



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## 1. INTRODUCTION

One of the most important basic language skills to master is writing. According to Faisal & Suwandita (2013) writing is a physical act to pour some words or ideas into several media, while at the same time we mentally work to find ideas, think how to express them into a few words and arrange them into statements and paragraphs that can be understood by the reader. This shows that students are expected to explore ideas and make them into good paragraphs. Students must learn how to engage in writing skills to acquire these skills. Expressing feelings and thoughts, from words into sentences and sentences into meaningful paragraphs is part of the writing process. Students learn to master writing skills based on the Indonesian curriculum. Therefore, students are expected to know or master writing skills. Writing skills must have a clear goal and must have clear way. Writing is very important for students because it makes it easier to think. Writing can also make students think critically. Writing skills give students time to think through ideas rather than having to express opinions fluently, something that many, especially at lower levels, find difficult and awkward. Javet et al (2013) stated that writing skills play an important role to increase students' exposure and competence for communication and interaction purposes. By writing a person can communicate, express ideas both from inside and outside himself, and is able to enrich the experience and can also benefit from its development.

Teaching writing requires teachers to direct students to produce their expressions in written form and requires more skill elements such as using the right words, correct sentences and correct spelling which is different from other skills. Today student have difficulty expressing their opinions or ideas about writing something fluently. According to Rueg (2018) students often have difficulty in getting ideas, choosing ideas to write about, outlining, compiling, revising, and editing their writings. To be able to write fluently, students must think of ideas, group words, make them into simple sentences and become simple paragraphs. In fact, many students are unable or even dislike writing activities at all. This bad reality can be caused by various things. One of the most obvious reasons is that students' low writing skills and their mother tongue make it difficult for them to use a foreign language. The main problem that makes students do not start writing because they feel insecure and unenthusiastic Choi & Lee, (2018). They have difficulty digging ideas into words, often choose the wrong words and cannot word them well. Students feel less confident with their English skills because of low vocabulary mastery. Another problem is the students' lack of concentration in paying attention to English lessons and the lack of grades in English subjects. In addition, students feel bored with the media and the way the teacher teaches. Students want a medium that can make them interested in writing activities in English subjects.

Learning media are physical tools that are used and utilized to convey the contents of learning materials. According to Carol et al (2010) media is a form of communication used to exchange information. That means that media in education are used to convey information or material in order to be able to stimulate the thoughts, feelings, concerns, and interests of students, so that the teaching and learning process takes place well. Media as a supporter of the learning process is very useful as a means of attracting students to take part in learning. Chan et al (2011) stated that the media cannot be separated from the learning process, both formal or informal. By using media students can gain new experiences and have a high curiosity. In addition, students are not only focused on the result but also on the process as they see, hold, and finish in their own way. Media must be used in an integrated manner or related to teaching and learning which is not only an ice breaker in the teaching and learning process. The use of media in learning will also foster positive attitudes from both teachers and students, due to the increased confidence of teachers and students to use technology in education.

Movie is one of the modern communication media that is effective for entertaining and conveying messages that can influence attitudes, mindsets and open horizons for the audience. According to Wibowo (2014) movie is a tool to convey various messages to the general public through story media, and can also be interpreted as a medium of artistic expression for artists and moviemakers to express their ideas and story ideas. Basically the movie is a form of mass communication, where the delivery of messages is transferred from visual to audio visual. The two elements are combined into a form of information that is knowledge, entertainment, commercial, social, documentation and so on. Movie is one of the media that can be used by teachers in the learning process. Based on Kusumaningrum (2016), using English movies can also be an attractive strategy for teaching English. The use of movie media as learning media or learning resources can help educators and students establish more lively communication and interactions, so that the learning messages to be conveyed can be achieved better and more perfectly.

Action is a genre film that is usually very tense when watched. Films with this genre also have antagonists and protagonists who are both interconnected in a conflict. No wonder this film genre often presents chase scenes, shootouts, and races. Action Fantasy tells about everything that does not make sense, such as supernatural events magic, fairy tale creatures, other worlds, other souls and magical objects. Fantasy movies are supported by high technology so that they produce extraordinary visual effects. Visualization of images that seem real, detailed and amazing. Fantasy movies are able to combine a person's acting movements with computer-generated animations. According to Fowkes (2010) fantasy always contradicts realism; unreal, supernatural or fantastic elements. Fantasy movies are always faced with everything from the extreme to the humorous or an extraordinary adventure. Some examples of famous action fantasy movies include *Pirate of caribbean : Dead man's chest*, *Marvel*, *Avatar*, *Fantastic 4*. The movie used in this study is entitled "*Jurassic World (2015)*" as the medium used to teach writing.

This movie tells the story of a park located off the coast of Costa Rica, the Jurassic World luxury resort provides a habitat for an array of genetically engineered dinosaurs, including the vicious and intelligent Indominus rex. When the massive creature escapes, it sets off a chain reaction that causes the other dinos to run amok. Now, it's up to a former military man and animal expert (Chris Pratt) to use his special skills to save two young brothers and the rest of the tourists from an all-out, prehistoric assault. In this study, the researcher found inspiration from previous research studies that discussed similar topics in *Improving Students Writing Skill Using English Movie With Subtitle* Suparwoto Sapto Wahono & Ulfa Khodijatul Qodriah(2019). The aim of the study is to see the process of improving students' writing skills in narrative texts. The similarity between previous research and the researcher is the use of the same media and the object of research, namely writing.

## 2. RESEARCH METHOD

This chapter mainly focuses over the research method used in this research. The theory discusses about the research design, the subject of the research study, the data and data source, the data collection technique and instrument, the data verification technique, and data analysis. The researcher used qualitative method mainly because the context-based analysis or interpretation of the written content is the main emphasis of this research. A qualitative research method involves exploring and actually understanding the significance that individual or group attribute to a social human problem (Creswell, J. W., 2016). This research is attempted to analyse the use of Audio Lingual Method and using video for media by using qualitative approach, since the description of the analysis in the form of words. The location of this research was in SMKN 2 Madiun which was located in 1. MT Haryono No.18, Selo, Mojorejo, Kec. Taman, Kota Madiun, East Java 63139. The researcher conducted research this school because the institution where the researcher conducted research had implemented learning using group work techniques and Recount text in the learning process as a media so that researchers were interested in further research on the application of group work techniques and Recount text in learning to write.

Social situation are condition and interaction with participant when the researcher observes the research process. In qualitative research there are participant and place. Yin (2011) said that the researcher might consider five feature, one of them is covering the contextual condition which are the social, institutional, and environmental conditions within which people live. Related to them the researcher observes the teaching learning process tenth grade students of SMKN 2 Madiun. The researcher also uses the participant as a “subject” who participates in this

research by being the target of the research. Creswell (2012), “In qualitative research, we identify our participants and sites on purposeful sampling, based on places and people that can best help us understand our central phenomenon. Which means the participant is very important for this research The participant in this research are English teacher and the students of X OTKP 1 class of SMKN 2 Madiun. Document are uses in this research as a source of data for support the observation and interview. According to Creswell (2012), document consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspaper, minutes of meetings, personal journal, and letters. The researcher use document and captured that support the research process.

The researcher used a variety of research instruments to carry out the study. Every research tool helped the others. These research instruments are described as follows: Observation is a crucial method in non-test research. The actual behavior of people in particular situations is seen using clear, detailed, thorough, and conscious observations. The ability to identify the main causes of behavior and the capability of accurately describing how people behave when viewed in certain circumstances are both crucial aspects of observation. In this study, the observation method was used to observe the planning, implementation, and obstacles in teaching writing at SMKN 2 Madiun. Interview is the technique for collecting information for research using questions and answers with the respondent and interviewer staring at each other face to face while utilizing an interview guide. In this study, the researcher recorded all the answers from the respondents as they were. The interviewer occasionally interspersed the respondent's answer, both to ask for an explanation and to straighten out if there was an answer that deviated from the question. The type of interview used in this study is a structured interview. That is, in conducting interviews, researchers have prepared research instruments in the form of written questions. In this study, the author intends to interview teachers and students in the process of learning writing using media at SMKN 2 Madiun.

Documentation is important in the process of collecting data. According to Aan and Djam'an (2011), documentation studies are collecting documents and data needed in research problems, then studied intensely so that they can support and add to the belief and evidence of an incident. According to Sugiyono (2013) the documentation in the research in question is books, archives, documents, written numbers and pictures in the form of reports and information that can support research. The documentation in this study is data related to planning, implementation, and constraints in teaching writing using group work techniques and recount text at SMKN 2 Madiun. There is a common technique used in qualitative research to increase the validity of the research data. the validity of the data in this research was tested using the Triangulation which is a combination of various data sources, researchers, theory, and method techniques in a study of social phenomena. Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources According to Margono, (2010). Information triangulation is used like a process strengthen the degree of confidence (the ability to trusted/validity) and consistency (reliability) of information, and useful too like an information analysis tool in the field. Triangulation can be categorized as: method of checking the validity of the information use something else. Out of information it's for checking purposes or something like comparison against that information Moleong, (2016), Triangulation is essentially a technique based on a multi-perspective phenomenological mindset. It means that different points of view are required to reach solid conclusions.

As a result, the researcher enlisted the assistance of an expert to help validate the data. The goal of triangulation is to improve the results' credibility and validity. Triangulation's goal is to gain a better understanding of whatever is being investigated. According to (Ary, D. et al., 2018) credibility in qualitative research is concerned with the veracity of the investigation's findings. After obtaining all of the information, the researcher analysed the data. According to Sugiyono, (2013), data analysis is the systematic process of gathering information from interviews, observations, and documentation. It involves classifying the information into groups, dividing it

into smaller groups, grouping the groups into patterns, choosing what will be studied, and drawing conclusions that are clear to both the researcher and the reader. There are three forms of analysis, namely: Data Condensation, Data Display, Conclusion Drawing and Verification. Those are elaborated as follow: Data condensation is a form of analysis that selects, focuses, simplifies, summarizes and or changes the data used as a source of research material from written field notes, interview transcripts, documents and research materials based on written field notes, transcripts of interviews, papers, and other empirical charts. Through data condensation, the data will be stronger or more precise. Data condensation is carried out throughout the process of implementing qualitative activities. furthermore, data condensation is a data analysis activity that sharpens, sorts, focuses, discards and arranging data that conclusions can be drawn and verified.

After condensing the data, the following step is to present the data qualitatively. After selecting the important things, the data is then presented systematically in accordance with the order of the formulation of the problem. At this stage will answer the formulation of the problem to be solved regarding planning, implementation, and technical problems in writing SMKN 2 Madiun. The third step in the qualitative analysis of the Miles and Huberman model is drawing conclusions and verification after condensing and presenting the data. Credible conclusions are based on strong, valid, and consistent evidence. Given that qualitative data analysis does not use statistical formulas, the above qualitative data analysis techniques are used in practice to process and analyze data by emphasizing participatory direct observations from researchers. More specifically, the researcher will describe various phenomena that occur as a result of data findings that are considered fundamental and significant in relation to the problem under investigation. Finally, it will provide a clear, directed, and comprehensive picture of the problem under investigation. To carry out this study, the researcher will analyze how the Group Work technique and Picture Series can be used to teach writing to tenth grade students at SMKN 2 Madiun.

### 3. RESULTS AND ANALYSIS

SMK 2 Madiun is one of the Presidential Instruction Vocational Schools in Taman Kota Madiun District. is one of the Madiun 2 Vocational Schools in Madiun City, Taman District. The SMK is located in the city of Madiun, which is close to the Willis Stadium. VHS 2 Madiun has Classrooms: 38 Laboratories: 1 Library: 1 Student Sanitation: 2 and a school yard. At VHS 2 Madiun there are 66 teachers, SMK 2 Madiun has 1,178 students which are divided into several classes starting from grade 10 to grade 12 and have several majors namely expertise programs namely accounting, office administration, marketing, multimedia. Vocational High School 2 madiun has sports fields including volleyball courts, basketball courts, etc., various sports equipment such as volleyball, basketball, baseball and other sports equipment. The advantages of VHS 2 Madiun Madiun City are in the academic and non-academic fields. These two activities are superior because the enthusiasm of the students is very high, so they are very easy to develop in this Vocational School. Class X SMK 2 Madiun consists of 27 students, that is, all classes are female students. They come from different families. Class X OTKP 1 is lined up with class XI OTKP 2 and class X OTKP 1 classroom are clean and tidy. In general, in english learning activities some students are enthusiastic and some are not.

#### 3.1 The Data of the Use of Group Work Technique and Fantasy Movie to Teach Writing Skills for the Tenth Grade Students of SMK 2 Madiun

##### 3.1.1 The data of observation

(1) Preparing the material. Researcher prepares the material that will be used for teaching. The source material used is several English books and internet. The researcher also prepared movie for students to use in the implementation of teaching and learning using fantasy movie. (2) Preparing the lesson plan. In this step, the researcher made a syllabus and lesson plan used for guide for teaching. So, when delivered the material it can conveyed properly. (3) Teaching learning process. In teaching writing using group work technique and fantasy movie, there are three activities namely pre activities, whilst activities and post activities. From the observations of teaching activities, the researchers concluded that the activities during teaching using Fantasy Movie media and group work techniques went according to the lesson plan (RPP).

#### 3.2 The Data of Interview

##### 3.2.1 The Data of Interview with Teacher

Based on the results of teacher's interviews, related to the process of teaching writing using group work techniques and Fantasy Movie, teacher admitted in the first question that the media and technique is very good and helpful in the English learning process. In the results of the interview, the teacher showed several things as follows.

R : "How is the implementation of learning using Group Work technique and Fantasy Movie in the class that you teach?"

T : both of them are very helpful in learning, I usually use the media sometimes in combination, sometimes just group work or just fantasy movie. it makes students more interested and enjoy in learning English". (Rusharsana,2023)

The researcher also gives another question to answer the first research question and the teacher answered with several activities in the teaching learning process. The answered as follows.

R : “What steps did you take during the learning process using the Group Work technique and Fantasy Movie?”

T : “I do it starting from activities such as the opening then, carrying out learning using media and closing it”. (Rusharsana, 2023)

Researcher gives another question related the step taken in the learning process and the teacher answer the detail as follows.

R : “do you say greetings in the opening and giving brainstorming in the opening activities?”

T : “I usually start with the basic opening as usual such as greetings and prayers and then I continue by giving an overview of what material will be studied. After that, I explained the material in detail, then I showed the serial image media to students to support the material. I guide to understand and write from the start the movie to the last scene of moive and conclude together the whole story or description of the fantasy movie. They can see and take inspiration from the fantasy movie. I use the group work technique for assignments so that I can work together with friends. Then if nothing is asked again, the activity ends with giving feedback and also a closing prayer”. (Rusharsana, 2023) (INT-T1)

The data above are explained that the teacher carries out several learning activities, namely pre activities, whilst activities and post activities in learning writing using media fantasy movie and group work techniques.

### **3.2.2 The Data of Interview with Students**

Based on the results of interviews of students, related to the process of learning and teaching writing using group work techniques and fantasy movie, students admitted that in the teaching and learning process at SMK 2 Madiun, in the first question almost all students liked writing lessons and one of them stated that he liked writing lessons in compare have to speak English. And stated that it depends on the teacher who teaches the material. The data interview is gotten in verbal communication with tenth grade students of SMK 2 Madiun.

R : “Do you like writing lessons?”

S : “I like writing lessons rather than other skill especially speaking skills and sometimes it just depends on the material being taught from the teacher too”(Cintya et al.,2023)

(INT-S1)

From the data above most of students answered is they like writing lessons that means learning English is not too scary for the students. In addition, in the second question, all of students admitted that they were happy with the material being taught using media. Two of students also strengthened this as follows.

R : “Are you happy with the material you just learned?”

S :” I am happy because it is easier to understand because you used fantasy movie that’s is my favorite genre of movie”. (Cintya et al.,2023)

(INT-S2)

That means by using this media the material presented to the students can help students writing skills.

In addition, in the third question all of students admitted that the media Fantasy Movie and group work technique were very helpful. All of them think that the media is good and two of them think that this media very helpful the students also strengthened this as follows.

R : “what do you think about the media Fantasy Movie and group work technique for your writing? “

S : “yes, I think Fantasy Movie very help me because I am get bored easily and we can discuss with friend about the material. And we are enjoying the class”. (Cintya et al.,2023)

(INT-S3)

From the data above the answer means by using this media can make students easier to receive the material.

### **3.2.3 The data of documentation**

Researcher uses documentation in the form of syllabus, lesson plans, student’s grade, student’s absence and photos during learning. The following data are found for the learning process:

(a) Series of Learning Objectives (ATP) is a series of Learning Objectives that are arranged systematically and logically in the learning phase for students to achieve these Learning Outcomes. (b) Teaching Module. Teaching Module or (MA) is a replacement term for lesson plans in Kurtilas. Just like the RPP, the Teaching Module is equipped with various learning materials, student activity sheets, and assessments to check whether the learning objectives are achieved by students. (c) Students Attendance List. Students’ attendance list is a form of data number and name on the presence or presence of a person. The researcher using the presence list in grade of

X- OTKP 5 people. Those names are used for researcher to create a list of data and score. (d) Students Score. After completing the research. The researcher asks the students to collect their output and take an assessment. (e) Photograph. Photo is documentation collected by the researcher while taking research. This is used for support research related the implementation of the use of group work technique and fantasy movie (f) The results. The result of observations regarding the use of group work techniques and fantasy movie to teach writing for the tenth grade students of SMK 2 Madiun are adjusted to the content of the teaching module (ATP) component. From the results of the suitability of observations with the lesson plans, it was obtained in the pre-activity of the teacher greeting, showing attendance, asking questions about the narrative, mentioning the learning activities that will be carried out but in the result of observation the teacher not mentioning the objectives of the learning. in the whilst activity students are asked to observe the narrative text, students ask questions about the text, students discuss text, characteristics, plot and ending, students also discuss generics and linguistic features. To build a critical level, students form groups to create a working group, one group consisting of two people. Then students receive a movie and then are asked to write a story arrangement according to the movie. after that discuss their writing and receive feedback from the teacher. teacher and students conclude in a narrative story that is learned. In the post activity, the teacher concludes the material and gives reflection, then gives appreciation to the students and closes with greetings. these components are according to what the teacher did on the observation data.

### **3.2.4 The Data of the Problem Found in the Use of Group Work Technique and Fantasy Movie to Teach Writing Skills for The Tenth Grade Students of SMK 2 Madiun**

From the data observation of the use of group work technique and fantasy movie, researchers conduct the research through observation covering aspects of pre activities, whilst activities and post activities. In the whilst activity, the researcher observes the problems that occur in the classroom. On the aspect of whilst activities in the code (OBV8) shows that when doing the task, the students asked the teacher about some words they did not know and other difficulties they found in writing the text. There are groups of students who are not even optimal in discussing the material. Almost of them were confused and spent much time to write. They are difficulty in expressing their idea to complete their writing's content. (b) The Data Interview. The Data of Interview with Teacher. The data interview of the use of group work technique and Fantasy Movie to teach writing for the tenth-grade students of SMK 2 Madiun is gotten in verbal communication with the English teacher. Based on the results of interview the researcher asks the question to answer the second research problem. The teacher explains when learning using media Fantasy Movie students can only observe and identify with bahasa and when they writing, students have difficulty in English vocabulary so that it requires the teacher to guide step by step. Then when studying in groups, the more the member in one group, the more difficult it is for them to understand each other.

From the data interview above it can be explained that the problem from teaching using fantasy movie and group work technique is students are limited on vocabulary, they had difficulties in organizing their writing. and unbalanced discussion.

The data interview is gotten in verbal communication with the tenth-grade students of SMK 2 Madiun. Based on the results of interviews with the question almost some students said that there were no obstacles in learning writing using group work techniques and fantasy movie, but some said that they were constrained by differences in ideas during discussions with friend. they also say the problem is the very limited vocabulary makes them confused to arrange sentences and takes a lot of time.

From the data above some students have limited English vocabulary and confused about the sentences from the Fantasy Movie that identified. Students also have a problem when discussing with friend. (c) The Data Documentation. The results of observations regarding the use of group work techniques and Fantasy Movie to teach writing for the tenth-grade students of SMK 2 Madiun are adjusted to student's work, the students' writing skills had improved, but there were still certain areas that needed fixing, such as vocabulary and mechanism. In conclusion, fantasy movie was able to improve the students' writing ability and the students' motivation in learning English.

### **3.2.5 The data of the solution given in the use of group work technique and fantasy movie to teach writing skills for the tenth-grade students of smk 2 madiun**

Based on the problem found in teaching activities, the researcher observed the solution of the problem given when fantasy movie and group work technique are implemented in teaching learning process. In the whilst activity, the teacher walked approached groups of students to give them guidance and help them solve problems they found in writing texts. In this task, most of them find it easier to write text because of the provided fantasy movie. They know what they are going to write by looking at the movies and discuss with one friend. They still ask for some words they do not know to their teacher. However, the teacher asked them to try search words in the dictionary book and then ask them when they do not find in dictionary. (b) The Data Interview. The Data of Interview with Teacher. The data interview of the use of group work technique and fantasy movie to teach writing for the tenth-grade students of SMK 2 Madiun is gotten in verbal communication with the English teacher to answered the third research question. Based on the results of interviews with teacher" the teacher stated that the media can improve

student's ability to write based on their ideas. In addition, the teacher explains about the solutions to the problems found during learning using Fantasy Movie and group work techniques that the teacher must always guide students and choosing an appropriate movie to use.

From the data above it can be explained that the solution from teaching learning using fantasy movie and group work technique is the teacher can use the movie that more familiar and guide them slowly while using dictionary so the students not confuse anymore. The Data of Interview with Students. The data interview is gotten in verbal communication with the tenth-grade students of SMK 2 Madiun. Based on the results of interviews with the question most of students answered that they more interesting with the media and disadvantages itself are stated as follows

From the data above some students stated that learning using media fantasy movie and group work technique is well beside that the media is still have to make a better fantasy movie as a solution.

The documentation regarding the solution found in the use of group work techniques and Fantasy Movie to teach writing for the tenth-grade students of SMK 2 Madiun are adjusted to the transcript of teacher interview regarding solving problem in learning process.

#### 4. CONCLUSION

Based on the results of this result, the researcher has the conclusion as follows: (1) The implementation of the use of group work technique and fantasy movie to teach writing consist of three steps of activity, namely: pre activity, whilst activity and post activity. In the pre activity, the teacher greets, prays together, checks student's attendance list, gives brainstorms to students. In whilst activity, the teacher applies group discussion and fantasy movie to the teaching learning process. There are several steps in applying group work and fantasy movie. First, the teacher explains the material, the teacher shows the fantasy movie and asking students to observe then identify, the teacher asks the students to give their own ideas about the fantasy movie, and then the teacher asks the students to make a group and each group consist of two to four people, the teacher asks the students to write paragraph narrative and consulting with the teacher. (2) The problem found in the use of group work technique to teach writing for the tenth-grade student of SMK 2 Madiun are presented as follow: Students find difficult when discussing with, friend, Students struggled to select the right words for a given situation and had limited vocabulary master. (3) The solution of the problem found in the use of group work technique to teach writing for the tenth-grade student of SMK 2 Madiun presented as follows: the first the teacher guides and control the students slowly so the students can follow step from what the teacher explains. The teacher surrounds and control each group while guiding on what to identify and the teacher also selects an appropriate student for their partner. The teacher uses some strategies for not dividing group too much because it was making the students unfocused and not focused and burdening only one member. The last teacher asked the students to open the dictionary during the lesson.

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