

# THE EFFECT OF ESTAFET WRITING ON STUDENTS' WRITING PROCEDURE TEXT

## (A STUDY AT THE TWELVETH GRADE OF SMKS TI PUTRA HARAPAN 2 2020-2021 ACADEMIC YEAR)

Srimaharani Tanjung<sup>1</sup>, Melwan Ady Rezki Harahap<sup>2</sup>, Mestina Waruwu<sup>3</sup>

Institut Pendidikan Tapanuli Selatan (IPTS)

Email: [mestinawaruwu2705@gmail.com](mailto:mestinawaruwu2705@gmail.com)

**Abstract:** *The aim of this research are to know: 1) the application of estafet writing on teaching writing procedure text ability, 2) the students writing procedure text ability before and after using estafet writing, 3) Whether there is any significant effect of estafet writing on teaching writing procedure text ability at the twelve Grade Students of SMKS TI Putra Harapan 2. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design. The population of this research was all of the XII grade students' of SMKS TI Putra Harapan 2 which consist of 37 students. Sample were XII TKJ which consist of 22 students which taken by purposive sampling. In collecting the data the researchers uses observation sheet and test as an instrument. The result of this research: 1) the application of Estafet writing was 3.4, it is categorized "Very Good". 2) the mean score of the students' writing procedure text ability was 50,83 and it was categorized "bad". Meanwhile, after using complete sentence model was 81,3, it is categorized "very good". The result of data analysis shows that  $t_{test}$  was higher than  $t_{table}$  ( $t_{test} 23,28 > t_{table} 2.08$ ). So, the hypothesis was accepted. It means that, there is any significant effect of estafet writing on students' writing procedure text ability at the XII grade students of SMKS TI Putra Harapan 2.*

**Keywords:** *Estafet Writing, Writing Procedure Text Ability*

**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui: 1) Penggunaan Estafet Writing dalam mengajar menulis prosedur teks, 2) Kemampuan menulis prosedur teks siswa sebelum dan sesudah menggunakan estafet writing, 3) Apakah ada pengaruh yang signifikan dari estfet writing terhadap kemampuan menulis siswa di kelas IX SMP Negeri 2 Sibabangun. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian pre-eksperimental: one group pre-test post-test design. Populasi penelitian terdiri dari 37 siswa dan sample terdiri dari 22 siswa dengan menggunakan teknik purposive sampling. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjaring data dari pengaplikasian estafet writing dan tes untuk menjaring data dari kemampuan menulis siswa. Hasil penggunaan complete sentence model dalam mengajar kemampuan menulis siswa adalah 3.4, di kategorikan "Baik". Nilai rata-rata kemampuan menulis siswa sebelum menggunakan complete sentence model adalah 50,83, dikategorikan "buruk". Sementara setelah menggunakan estafet writing adalah 81,3, dikategorikan "sangat baik". Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus  $t_{test}$ . Berdasarkan data yang telah

---

di analisis, hasil analisis data menunjukkan bahwa  $t_{\text{test}}$  lebih besar dari pada  $t_{\text{table}}$  ( $t_{\text{test}} 23,28 > t_{\text{table}} 2.08$ ). Jadi, hipotesis diterima. Ini berarti ada pengaruh yang signifikan dari estafet writing terhadap kemampuan menulis siswa di kelas XII SMKS TI Putra Harapan 2 pada Tahun Ajaran 2020/2021.

**Kata kunci:** Estafet Writing, Kemampuan Menulis Prosedur teks

## I. INTRODUCTION

Writing is one a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well constructed text. Writing is the activity that has relationship to the other skill, that are reading even listening and speaking. Writing is needed because of writing form can persuade the other people to do something and stimulate the reader minded. Writing important to research because now days many people not interest to write. Meanwhile, in this era English is not foreign language. We can see English words in everywhere.

In SMKS TI Putra Harapan 2, there are many students have the low and feel difficult ability especially in writing procedure text. It can be seen based on the researchers observation and pretest that the school. The researcher found

the result of pretest there are many students low in writing procedure text. From 22 students the researcher got the average score meanwhile according to the researcher the students can pass score 57 writing if they get the minimal score 75.

The students writing procedure text SMKS TI Putra Harapan 2 is low because of less students' motivation, interest, students' attitude, lack of knowledge, bad of students' environment, the teacher technique, facilities, media, difficult in using correct grammar, vocabulary and punctuation to compose

English sentences into readable and acceptable texts, and many others.

If this problem cannot be resolved quickly the researcher afraid that students writing score is low, if they pass graduate from their school they cannot use English as well. They cannot to write English as well and it can make the students difficult to get a job because look the condition in looking for it, need to be skill in skill write English as well.

The teachers in SMKS TI Putra Harapan 2 have done many efforts to solving the problems in order to make teaching learning process be success, such as: prepare teaching material, completing the school facilities, giving motivation, using suitable technique to increase the students' ability. Such as estafet writing, STAD, mind mapping, discussion method.

Based on the explanation above, the researchers interest to use estafet writing I to improve students' writing procedure text ability. Thus, the title of this research is "The effect of estafet writing on student's writing pocedure textt ability at XII grade of SMKS TI Putra Harapan 2.

### **1. Nature of Writing procedure Text**

Writing is one a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well constructed text. According Patel (2008:125) writing is a skill which must be taught and praticed. Witing is essential features of learning a language because it provides is a very good

means of focusing the vocabulary, spelling, and sentence pattern. Writing is the most efficiently acquired when practice in writing parallels practice in the other skill. It becomes an important aspect of students' expression at higher stage. Writing is the most efficiently acquired when practice in writing parallels practice in the other skill. Writing provides an excellent consolidating activity.

Meanwhile Kendall (2006:37) Writing is all about making meaning. Teaching writing to English Language Learners can be a challenge because they frequently get confused about what they want to say as they work. The reason we teach them to write using the strategies of proficient writers is because our overall goal is to help ELLs know what they are doing well enough so that they can explain it clearly to their readers.

## **2. Definition of Procedure Text**

Procedure text is a text that is designed to describe how something is achieved through a sequence of action or steps. According to Iwuk ( 2007 : 54 ) procedure text is

text that contains information that can help us to do something or make something.

### **3. Definition of estafet writing**

Estafet writing is one form of expression of one soul is in written writing is a language skill that is used to communicate indirectly, but face to face with other. According to Syathariah (2011:41) estafet writing is one method of active learning by doing that aims to make student associate learning as a fun. This innovative method involving students learning together, but not in groups. This writing activity by using this learning method makes the student actively influence the power of fantasy, submission and directly produce a product of the story.

Meanwhile Cahyono (2011) in Sargih et.,al (2017:15) Estafet writing is method including one of the methods of active learning or learning by doing which aims to enable students to associate learning as an enjoyable activity. Furthermore Adang (2012) in Rahmawati (2017:116) estafet writing is is one active learning method or learning by doing which aims to make students associate learning

as an activity a lot of fun. Estafet writing is a triple that is able to arouse student motivation in finding ideas or theme of the story to be used as material in writing.

Based on explanation above the researcher conclude estafet writing is strategy writing where student work together, making student more active in learning so as to improve the ability become more fun.

Meanwhile Dewi (2013:124) Procedure text is that show a process in order. Its social function is to describe how something is complete done through a sequence of series. Next, Yulianawati (2019:242) Procedure text is a text that gives some clues how to do something through a series of action. The main purpose of procedure text is to direct, in form or explain.

Based on explanation above procedure text is a type of text that describes how something can be created or used through a series of step. Procedure text aims to provide instructions on the steps or ways in making operating, and doing something.

---

## II. METHODOLOGY OF THE RESEARCH

Method is a way, system, procedure, and rule by researcher to make the process of studying to be simple and should be followed by evaluate the research. In this research activity, the researcher has to choose and use the suitable method in a research. Method of the research means the way that should be chosen to solve the problem of the research. According to Arikunto (2010:203) Method of the research is the way that used researchers to collecting data in a research. Population is a part of the research that is very important in doing research. In a research, population can be mean as a group of unit or part that is made as an object of the research. The population in this research is the entire twelve grade of SMKS TI Putra Harapan 2 that consist of 37 student. Sample is sub group taken from the population. Sample is part or vice of population which should be choose in the research. According to Sugiyono (2015:118) Sample is a part of number and characteristics that owned by its population. While Arikunto (2010:174) sample is a part or representative population that being researcher. From a larger group represent the larger



---

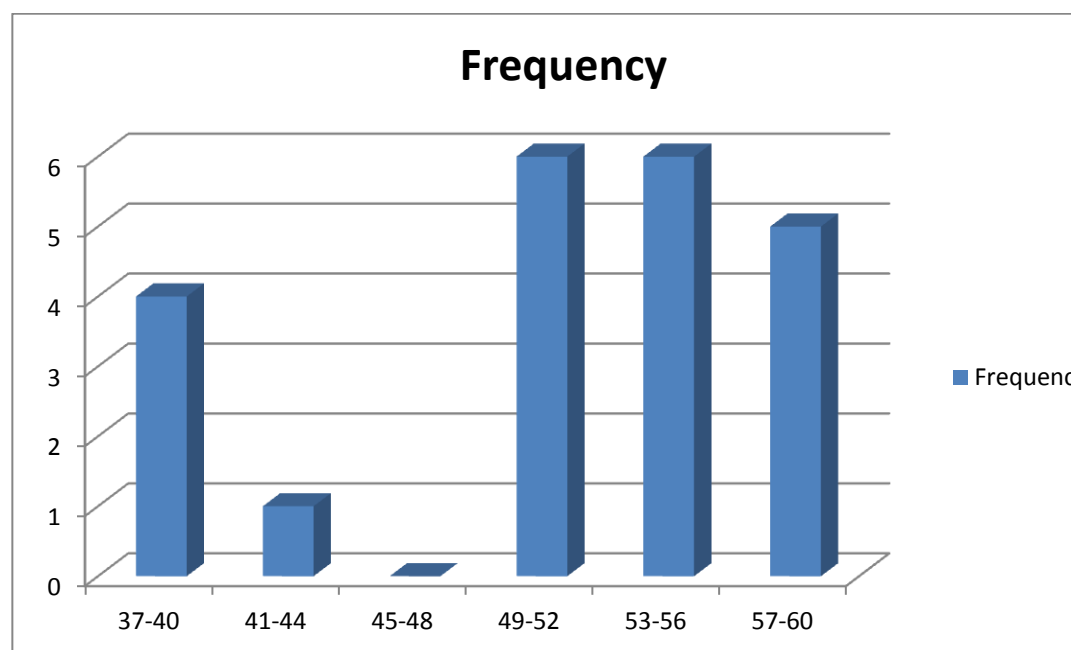
group from which they are selected. The purposive sampling of this research used test and observation. The result of the test is used as the data of this research. The researcher used statistic formula or  $t_{\text{test}}$  formulation to analyzed the data.

### III. RESULT

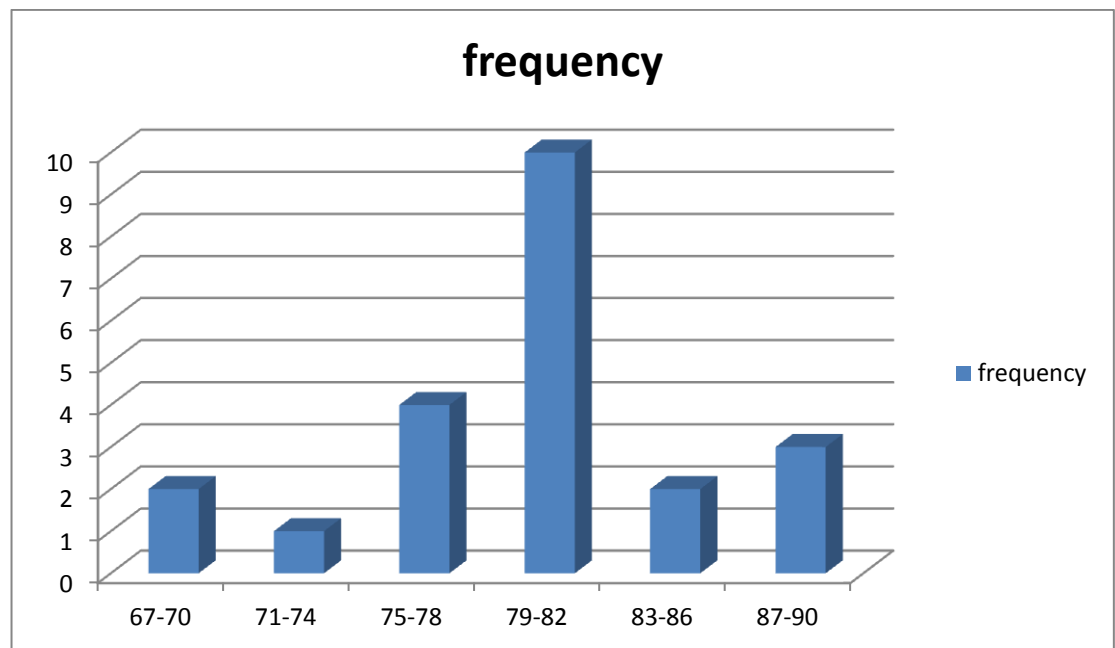
The researcher conducted the research in SMKS TI Putra Harapan 2 by contributing observation sheet and test to the twelveth grade students to see the effect of Estafet Writing on Students Writing Ability in Procedure Text. After collected and calculated the collected data, the researcher describes the result of variable X (Estafet Writing) and variable Y (Students' Writing Ability in Procedure Text).

Based on the result obtained from the analysis of observation sheet about the application of estafet writing on students writing ability in procedure text at the twelveth grade of SMKS TI Putra Harapan 2 which contain eleventh aspects. The observer given score for the researcher, the total score was 34, then the score divided to the total aspect. Therefore the researcher got the mean

score was 3.4 categorized “Very Good”. After got the data by given pre-test and post- test which asked them to write a procedure, it was found that the highest score was 57 and the lowest score was 37 for pre- test, the researcher also found the mean was 50,83. The highest score for post- test was 88 and the lowest score was 67, and also found the mean wa 81,3. To make it more clear, look at the histogram below:



**Histogram of students' writing procedure text before using Estafet Writing.**



**Histogram of Students' writing procedure text after using estafet writing**

Based on the histogram, if we compared with pre-test the score still categorized “bad” and after given post-test the score was good. It means that there is a significant effect of using estafet writing on students writing ability in procedure text at the twelveth grade of SMKS TI Putra Harapan 2.

#### **IV. DISCUSSION**

Based on the results of research that was done to the problem so it could be concluded that the observation sheets results of estafet writing in teaching writing procedure text ability was 3.4 and it was includes in “Very Good” category. Furthermore, the result of students' ability about

---

writing paragraph ability before using estafet writing was 57 and it was includes in “bad” category. Meanwhile the result of students’ ability after using estafet writing was 88 and it was includes in “very good” category. From the calculation by used statistic, it can be known that  $t_{\text{test}}$  was 23,28 and  $t_{\text{table}}$  is known as number 2.08 at 5% significant level with degree of freedom (df)  $22-1 = 21$ . After finding the score of  $t_{\text{test}}$  and  $t_{\text{table}}$ , both of the scores are compared. It is found that  $t_{\text{test}}$  was bigger than  $t_{\text{table}}$  ( $23,28 > 2.08$ ).

## CONCLUSION

Based on the research result in chapter IV, the researcher concluded that:

7. The application of complete sentence model on teaching writing procedure text ability at the twelveth Grade of SMKS TI Putra Harapan 2 is categorized “Very Good” because it shows that the mean of the students score is 3.4.
8. The students writing paragraph ability before and after using estafet writing at the Twelveth Grade of SMKS TI Putra Harapan 2 is bad (57) and very good (88)

---

9. There is any significant effect of using estafet writing on students writing procedure text ability at the Twelveth Grade of SMKS TI Putra Harapan 2. The calculation of  $t_{\text{test}}$  is 23,28 and the score of  $t_{\text{table}}$  is 2.08. So,  $t_0$  calculation is higher than  $t_{\text{table}}$  ( $23,28 > 2.08$ ). It means that there is any significant effect of estafet writing in teaching writing procedure text ability at the twelveth grade students of SMKS TI Putra Harapan 2, so the hypothesis is accepted.

## REFERENCES

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Baso, Farisa Andi. 2016. Using Sequence Picture Technique To Increase The Students Writing Ability At First Grade Of Sman 1 Sungguminasa. *Jurnal Prespektif*. Volume I Tahun 2016 No 02.
- Kendall, July & Outney Khuon. *Writing Sense*. Portland: Stenhouse Publishers.
- Kunandar. 2008. *Penelitian Tindakan Kelas*. Jakarta: Rajawali Pers.
- Lahir, Sri. Peningkatan Kemampuan Menulis Teks Recount Melalui Metode Estafet Writing Pada Siswa Kelas Ix A Smp Negeri 6 Sukoharjo Semester I Tahun Pelajaran 2016/2017 . *Edunomika* . Volume I Tahun 2017, Nomor 1.

- 
- Lestiyarningsi, Rina. 2017. The effectiveness of using for teaching procedure text writing eleventh grade students of SMA Negeri 1 Banyudono in the academic year of 2015/2016. *Skripsi*. Surakarta: program sarjana lain.
- Nation, I. S. P. 2009. *Teaching ESL/ EFL Reading and Writing*. New York: Routledge.
- P, Iwuk. 2007. *A Guide For Reading Comprehension*. Yogyakarta: PT Citra Parama.
- Patel, M.F & M.Jain.2008. *English Language Teaching ( Methods, Tools & Technique )*. Jaipur: Sunrise Publishers & Distributors.
- Roslina, Praskea Andre. 2014. Keefektifan metode estafet writing dalam pembelajaran keterampilan menulis bahasa Jerman peserta didik kelas XI di SMA Negeri 1 Sedayu Bantul. *Skripsi*. Yogyakarta: Program Sarjana Universitas Negeri Yogyakarta.
- Saragih ,Enni Erawati &Anggi Nur Fitri Rabbani.2017. Teachers' Perceptions on Implementing Estafet Writing Technique in Teaching Writing. *English Journal*. Volume 20 (no 2),Tahun 2017; 15.
- Sarawanti,Sri. 2015. Authentic Assessment In Writing. *Transformatika*. Volume 11. Tahun 2015.
- Sudijono, Anas. 2009. *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Pers.
- Sugiyono. 2015. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Syah, Muhibbin. 2010. *Psikologi Pendidikan*. Bandung: Rosda.
- Syathariah, Sitti. 2011. *Estafet Writing ( menulis berantai )*. Yogyakarta: PT Leutika Nouvalitera.
- Yaumi, Muhammad & Muljono Damopoli. 2014. *Action Research*. Jakarta: Kencana.

Yolanda, Desy.2019. The Effect of Running Dictation Method On Students' Writing Ability in Procedure Text . *Jurnal Liner*. Volume II Tahun 2019 Nomor 3.