THE EFFECT OF ESTAFET WRITING TECHNIQUE ON WRITING RECOUNT TEXT

Mul Muliadi [1], Khalqir Rahman [2], Samsul Rizal [3], Azhar [4]

Progran Studi Pendidikan Bahasa Inggris Institut Pendidikan Nusantara Global [1-2]
Progran Studi Pendidikan Guru Sekolah Dasar Institut Pendidikan Nusantara Global [3]
Progran Studi Fisika Pendidikan Fisika Universitas Riau [4]

Corresponding author email: muliadimul2018@gmail.com

ABSTRAK

This research is intended to investigate the effect of Estafet Writing Technique on writing Recount Text at XI Grade Students of SMA IT Dhiaul Fikri. The problems in writing Recount Text were: 1) The students have lack in vocabulary, 2) The students are difficult to start writing 3) The students are difficult to comprehend the tenses 4) the teacher does not have various techniques in teaching writing. The research formulations of the problem were: is there the effect of Estafet writing technique in improving students' writing skill in recount text and to what extent is the effect of Estafet writing technique to students' writing skill at SMA IT Dhiaul Fikri. The purpose of this research was to know the effect of Estafet writing technique in improving students' writing skill and to know extent the effect of Estafet writing technique to students' writing skill at SMA IT Dhiaul Fikri. This research uses an experimental quantitative method with pre-test and post-test design. The data were collected through pre-test and post-test in essay test form and analyzed by using t-test formula. The result of the research showed that the mean score of post-tests was 78.50 and mean score of pre-tests was 54.00. So, there was significant effect of using estafet writing technique toward students' writing recount text at the 11th grade of SMA IT Dhiaul Fikri.

Keywords: Estafet Writing Technique, Writing, Recount Text.

LATAR BELAKANG

Language is a complex tool that allows us to encode, decipher and communicate our thoughts and experiences through words that combine and form a sentence, furthermore, Language is a set of words that are used as "names" for various things, (Yule 2020; Fitch, 2017). From those statements can be said that Language is a tool for self-expression, communication, and social control. In everyday life, language has a very important role that is as a tool communicating with other people in this world, there are thousands of languages spoken, one of the languages that often used and very popular is English.

English is a communication tool in the era of globalization which is the main key to a person's success in achieving a future career and English also acts as a professional communication tool in the fields of science, technology, business, computers, and transportation, (Handayani, 2016., Hikmasari 2012).

There are four macro skills that must be mastered by students, namely: listening, speaking, reading, and writing and this contrasts with the "micro-skills" such as grammar, vocabulary, pronunciation, and spelling (Supina 2018). Learning English is very important in the era of globalization for our future careers. One of the skills that must be mastered is writing. When someone writes, they will automatically read what they write

even though they read silently, but what they read is not necessarily to write.

Many students are poor in writing English in their class and Many students do not like writing lesson because they considered writing is complicated or the way of lesson may monotonous, (Hutasuhut 2021). According to (Ningrum, 2013) and (Qamariah, 2020), stated the students can deliver their messages to their readers by writing because of writing is a productive skill.

In this modern era, teachers can find a variety of attractive methods or strategies in teaching. This is a way for students to be more interested and not feel bored in learning especially in learning English. As states by Noom-ura (2013), English language learning is obviously insufficient if it takes place only in the classroom. Teachers should be trained to offer strategies and guidance that promote or encourage students' self-directed learning and create their inclination to learn. Writing always has become difficult to teach or to learn because it involves a different kind of mental process which includes the sub-skills like, drafting, editing, revising, organising, etc. (Bachani 2015). Clearly, in this case the teachers must be able to choose a method or strategy or method that can improve the students' writing ability not only in the classroom, but outside the classroom. In teaching English especially in writing skills, the teacher must have ability to solve the

students' problem in writing and use a brilliant method or strategy.

In teaching writing, there are many kinds of methods or strategies to teach writing, such us storytelling, games, puzzles, jumbled story, jigsaw writing, brainstorming, pictures series, reading text, semantic mapping, graffiti, collaborative writing, free writing, estafet writing etc. In this case, the researcher chose estafet writing technique as a method in teaching learning process.

Estafet writing is one kind of technique to teach English, especially teaching writing. Acording to Piga (2017) stated estafet writing is a one kind of technique to teach English especially teaching writing. This technique is a kind of cooperative writing which all of the group members have the chance to write a paragraph individually. In this study, estafet writing is made as a technique in teaching English. From some of those definition, the researcher concluded that Estafet Writing is a technique in teaching writing where the students will learn in a group. Furthermore, estafet writing makes the class more active because this technique makes the learning process become students center.

Therefore, considering the problems of writing above, the researcher proposes the use of estafet writing technique for trigging up students' writing skill. By using this method, they can develop critical thinking and their idea, also it provides more time to expose writing without barriers in classroom. Based on the background of the study, the research problems of this study are: *Is there the effect of Estafet writing technique in improving students' writing skill in recount text? To what extent is the effect of Estafet writing technique to students' writing skill at SMA IT Dhiaul Fikri*? The purposes of this study are: *To know the effect of Estafet writing technique in improving students' writing skill or not; To know extent the effect of Estafet writing technique to students' writing skill at SMA IT Dhiaul Fikri.*

The Nature of writing

According to Dewi (2011) stated writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. That similar with Hutasuhut (2021), writing is an activity to arrange or relate some words, phrases, sentences, and paragraphs become a good written text. Furthermore, writing related to the process of describing a language to produce a message so that will have meaning. Acording to Lubis (2014) stated writing is an activity for producing and expressing. It is producing the words and sentences than it expresses with the meaning of ideas, thus writing skill is the activity to transfer ideas through words and sentences, the idea will change to scientific.

From above explanation, the researcher can get the conclusion that writing is a process of finding ideas to share understanding to the reader through sentence or paragraph. By doing writing activity, we can write all things so it can be shared to the young generation as a final piece of written text.

Purpose of Writing

Every written text has a purpose. Even the text is written in a simple word such as advertisement has a purpose: to persuade the reader to buy the thing they sell.

Based on the explanation above, the main purpose of writing is to express the idea. The idea of writing can be delivered in different ways depending on the author 's intention

The writer begins with their first draft. This draft will be a culmination of all of the research and information pieced together from pre-writing. The writer also included their own ideas and supporting fact within their writing. A writer may also use this time to explore others ideas or areas concerning their topic in order to improve the core of their paper. The purpose of composition, therefore, is simply to make ideas into a composition that meets the needs of chosen audience. It is not important that this first draft be perfect. The draft stage is where you really begin writing. The most important thing here is to get word onto paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording.

Editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. Like all the other parts of the writing process, editing does not occur in a fixed place in the process. Writers can be periodically reviewing what they write, editing it, and then proceeding with the writing. Thus, editing is not restricted to occurring after all the writing has been completed.

Harmer (2007) stated that there are some roles that teacher must concern during process of the teaching of writing. First, the teacher should role as motivator to make the students enjoy the activities through creating the nice learning atmosphere, persuading the benefits of the activity, and encouraging them to have better efforts to achieve their best writing. Second, the teacher should be ready to become a resource. When the students are doing more extended writing tasks, the teacher must be ready to supply information and language needed by the students. Besides, the teacher must also ensure the students about the existence of the teacher to give them advice and suggestions in a constructive and tactful way. For example, in the process approach, the teacher facilitates the students" writing by providing input or stimulus. Last, the teacher must provide a positive feedback. Being a feedback provider, a teacher should respond positively to the content of what the

students have written. The feedback given to the students must be based on what they students need at their level of studies.

Estafet Writing Technique

Acording to Piga (2017) stated estafet writing is a one kind of technique to teach English especially teaching writing. This technique is a kind of cooperative writing which all of the group members have the chance to write a paragraph individually. It is similar with Sari (2017) stated in Estafet technique, students working in groups, each group pours their feelings into pieces of text. It is done in chain sentences. Estafet writing make all the students in the class active became a participant and the activities in the classroom become based on students' center.

From some definition above, the researcher concluded that Estafet Writing is a technique in teaching writing where the students will learn in a group. The students have a chance to improve their writing ability individually with enjoyable activity. Furthermore, estafet writing makes the class more active because this technique makes the learning process become students center.

Teaching writing recount text will be more effective by using Estafet Writing because it will make learning atmosphere funnier and not boaring. So, through Estafet writing students will be motivated to learn writing a text and it will also give positive impact to students' writing skill. Estafet

writing can be an effective technique to teach English, because using this technique the students will learn writing in a group but they still also have a chance to improve their writing ability individually. Estafet writing also gives a chance for all member of group to revise their work together (Yulianawati, 2019). It short, estafet writing makes the students more enjoyable and enthusiastic in learning and teaching process.

Recount Text

Recount text can be defined as a piece of text that retells past events and it has purpose to entertain readers about someone's experience that has happened in the past time. According to Yunianto (2014), recount as a piece of text that reconstruct past events which they happened in order related in a pasticular relation. Recount text is a text that telling the reader about the story, action, or activity.

Based on thos description , reasercher can conclude that recount is reconstruction of something happened in the past. Recount text is a non- fictional text that has purpose of entertaining or informing some experience of the author or other people. To have an ability in recount text, learners should know more about part of recount text, where this thing can be a characteristic of the recount text.

Based on Widiati (2017), here are some elements of recount text that can guide the writers to reach the goal in writing recount

text, such as: a) Orientation, b) Events, c) Re-orientation. Furthermore, recount text is classified into four: they are personal recount, factual recount, and imaginative recount, (Mulyani & Al-Hafizh 2012). According to Arifian (2014) stated there are five language features in recount text such as: a) Introducing personal participant or spesific participant, b) Using chronological connection, c) Using linking verb, d) Using action verb, e) Using simple past tense.

METODE PENELITIAN

The approach which used in this study is quantitative research. In this research, the researcher uses pre-experimental design by using one group pre-test and post-test design. According to Sugiyono (2015) stated This research design begins with a pre-test followed by treatment and ends with a post-test. In this study, there is no control class, but only experimental class. It is as the sample of the research instrument. The present researcher administered pre-test before giving treatment and post-test after giving treatment.

Table. *One group pre-test and post- test design (Sugiyono 2015)*

Experimental Group	Pre-Test	Treatment	Post-Test
E	O_1	X	O_2

To make process teaching and learning appropriate with the planning of researcher, the researcher makes the schedule.

The population and the sample of this research are: The population of this research was the 11th grade of *SMA IT Dhiaul Fikri* consisting of 15 students. According to Suharsimi (2014) stated population is all subject research. the sample of study was 11th grade which consisted of 15 students. According to Sugiyono (2015) stated a sample is a portion of a population. It means that sample is process of choosing some subject from whole population that researcher will investigates.

The researcher administrated the writing test to find out whether there was significant effect of students writing Recount Text after the implementation of Estafet Writing Technique. The researcher used one valid question for pre-test and one valid question for post-test. In this study, the researcher collects the data by administered some steps.

Pre- test

The pre-test was conducted to find out the homogeneity of the sample. The pre-test was given to the experimental class. To know the students basic ability of the students before applying estafet writing technique, the researcher gave some steps for pre-test such as: a) The researcher prepared the essay test about recount text, b) The researcher

distributed the paper of the test and answer sheets, c) The researcher explained the tips to answer, d) The students answered question, e) The researcher collected the students answer,f) Finally, the researcher checked the answer sheet and counted the students score.

Treatment

Treatment was given to show the effect of the research.. In this case, the experimental class and given the material (lesson topic) which talk about recount text. The treatment was given to the experimental class by using estafet writing technique. The steps of estafet writing technique in experimental class such as: 1) The teacher asked the students to make a groups 5 – 6 people, 2) After that, the teacher asked all the students to make an opening sentence, 3) The teacher asked students to write one by one continuously until the times up, 4) After the times up, exercise books are returned to the owners (the first person). Owners of book read the result of writing and discuss the incorrect sentence with their group, 5) The teacher asked one of the students to write down the essay result on the board, 6) The teacher and students corrected the incorrect sentence together.

Post-test

Post-test is a test after conducting the treatment. An instrument is design to measure the result of the treatment to find out whether there is significant difference between the pre-test and the post-test. The post-test is similar with the pre-test. 1)The researcher prepared the essay test about recount text. 2) The researcher shared the paper of the test and answered sheets. 3) The researcher explained the tips to answer. 4) The students answered question, 5) The researcher collected the students answer, 6) The last, the researcher checked the students answered and counted their score.

HASIL DAN PEMBAHASAN

In order to find the effect of Estafet Writing Technique on Writing Recount Text at XI grade students of SMA IT Dhiaul Fikri, the researcher has calculated the data using pre-test and posttest. The researcher conducted the research with pre-test to know the students writing Recount Text before giving the treatment and posttest to know the students writing Recount Text after giving the treatment by using Estafet Writing Technique.

Hasil

Before Using Estafet Writing Technique

In pre-test researcher calculated the result that had been gotten by the students answering the test. The researcher gave them test about made a recount text.

After getting students' score of experimental class in pre-test, the researcher arranged it from the low score to the high score in interval class form. After that, the

researcher made it into percentages to see the dominant score that are gotten by the students. The computed of the frequency distribution of the students' score could be applied into the table frequency distribution as follow:

Table. *Frequency distribution of pre-test*

No	Interval	Mid Point	Frequency	Persentages(%)
1	20-29	24.5	2	13%
2	30-39	34.5	1	7%
3	40-49	44.5	6	40%
4	50-59	54.5	3	20%
5	60-69	64.5	3	20%
$i = 10$			15	100%

From table above, the students who get the highest score can be seen at interval 60 – 69, the students who get the lowest score at interval 20 – 29 and most of the students get scores at interval 40 – 49. It means that most of students get the score at average 44.5. So, the students' scores are categorized into low score.

In order to get description of the data clearly and completely, the researcher presented them in histogram on following figure:

Figure. *Description data of pre-test*
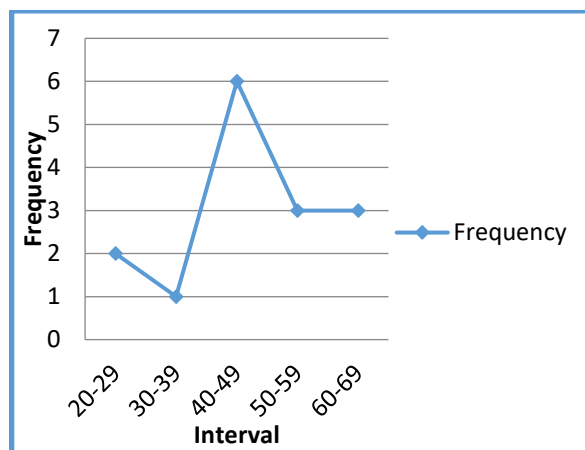
The figure described the students score based on the interval classs. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of pre-tests shown that the highest interval 60 – 69 was 3 students and the lowest score interval 20 – 29 was 2 students.

After Using Estafet Writing Technique

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using Estafet Writing Technique. The researcher gives them a test about recount text.

After getting students score in posttest, the researcher arranged it from the low score to the high score in interval class form. The computed of the frequency distribution of the students' score can be applied into table frequency below:

Table. *Frequency distribution of post-test*

From above table, the students who get the highest score can be seen at interval 88 – 94, the students who get the lowest score at interval 60 – 66 and most of students get scores at interval 74 – 80. It means that most of students get the score at average 77. So, the students' scores get a good increasing if the average score is compared with the score in pre- test.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure :

Figure. *Description data of post-test*
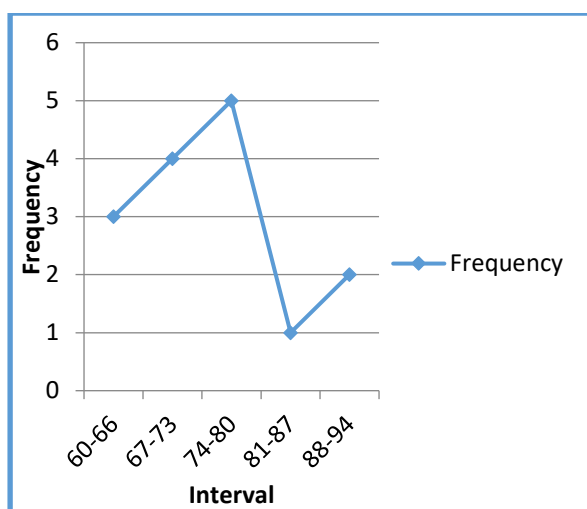
The figure described the students score based on the interval classs. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score in post-test shown that the highest interval 88 – 94 was 2 students and the lowest score interval 60 – 66 was 3 students.

Comparisono Score of Pre-Test and Post-Test

After the researcher getting the result of pre- test and post- test, the researcher made in the table form to compare the differences between pre- test score and post-test score. The comparison score between pre- test and post-test of experimental class can be seen in following table.

Table *Comparison score pre-test and post-test*

| No	Interval		Frequency	
	Pre-Test	**Post-Test**	**Pre-Test**	**Post-Test**
1	20-29	60-66	2	3
2	30-39	67-73	1	4
3	40-49	74-80	6	5
4	50-59	81-87	3	1
5	60-69	88-94	3	2
	$i = 10$	$i = 7$	15	15

Based on the table of comparison score pre-test and post-test. The researcher found that most of students got low score in

No	Interval	Mid Point	Frequency	Persentages (%)
1	60-66	63	3	20%
2	67-73	70	4	27%
3	74-80	77	5	33%
4	81-87	84	1	7%
5	88-94	91	2	13%
	$i = 7$		15	100%

pre-test at interval 20 – 29 and in post- test got score at interval 60 – 66.

In order to get description of the data clearly and completely, the researcher presented them in histogram on following figure :

Figure *Comparison score pre-test and post-test*
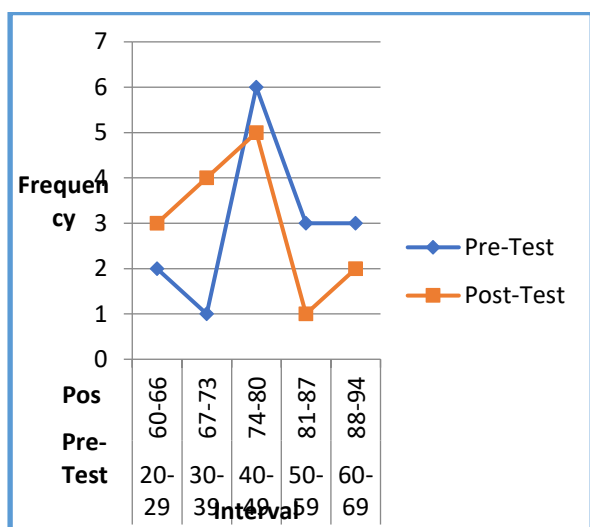
The figure described the students score based on the interval classs. It can be seen the comparison between the pre-test score and the post-test score. From the histogram of the students' score in pre-test shown that the highest score in interval 60 – 69 was 3 students and post-test in interval 88 – 94. The lowest score pre-test in interval 20 – 29 was 2 students and post-test in interval 60 – 66 was 3 students. Based on the description above, it can be concluded that students score in post-test was higher than the students score in pre-test.

Pembahasan

The research was conducted to find out the effect of using estaet writing techniue on students writing recoun text. Estafet writing technique was one of many technique which can be used by the researcher in teaching English especially to teach students writing recount text. Based on the result of the data analysis, This part discussed the result of this research on the effect of used Estafet Writing Technique on Students Writing Recount Text, where the result mean score of post-test was higher than pre-test. The mean score of post-test after using estafet writing was 74.07 and mean score of pre-test before using estafet writing was 46.80 and the result of T-test that significance (2-tailed) is 0.000 that smaller than $\alpha = 0.05$. It can be concluded that estafet writing technique was effective to improve students writing recount text. Estafet writing was positive and effectively perceived on implementing in teching writing. Estafet Writing is very useful for writing recount text not only to help students in writing but they also feel enjoy and interested..

From the result that was previously stated from the first, second and the last researcher it was proved that the students' score that taught by using Estafet Writing got better score. As in the research, the mean score of post- test got higher result then pre-test (78.50 > 54). After looking the students' score in post-test after using Estafet Writing

Technique in teaching writing eventhough in recount or narrative text, this technique can help the students to develop their interest and ideas in written form.

KESIMPULAN

Estafet Writing is a technique in teaching writing where the students will learn in a group. The students have a chance to improve their writing ability individually with enjoyable activity. Furthermore, estafet writing makes the class more active because this technique makes the learning process become students center. Purpose of this research is to know the effect of esatafet writing technique on students writing recount text. So that before being given treatment using estafet writing technique the mean students' score was in 46.80, it can be categorized to low category. In given treatment researcher used estafet writing technique to improve students writing, researcher increase the students' achievement in learning recount text and the learning will be more enjoyable and interesting. After giving treatment using estafet writing technique the mean students' score was in 74.07. It can be concluded that the score getting increased, means that there was significant effect of using estafet writing techniue toward students' writing skill at the 11th grade of SMA IT Dhiaul Fikri.

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