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THE EFFECTIVENESS OF ESTAFET WRITING STRATEGY ON STUDENTS' DESCRIPTIVE WRITING SKILL

A Thesis

Submitted to the English Language Teaching Department
Tarbiyah and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon
in Partial Fulfillment of the Requirements for Undergraduate Degree



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ABSTRACT

KHAERUNISA. 14111310035. *The Effectiveness of Estafet Writing Strategy on Students' Descriptive Writing Skill*

English is as foreign language in Indonesia and as international language in the world. Thus all of students should master that, but in fact they still have weakness in English course, especially in writing skill which teaches them to express their ideas and though through communicate indirectly in form written. So that student needs to focus master writing skill. So in this thesis focuses on writing area.

The aims of the research isto find out students' achievement Descriptive writing skills before using estafet writing strategy,to find out students' achievement Descriptive writing skills after using estafet writing strategy, to find out positive and significant effect on students' Descriptive writing skills using estafet writing strategy at Senior high school MA Tunas Pertiwi.

Based on the problem above, the students still have weakness in writing skill thus the rsearcher offered estafet writing to enable students to associate learning as a fun activity. This method is predictable to enhance the ability of learners to identify words to make a descriptive text.

The research method is quantitative, that uses quasi experimental research design. The population of research is all the ten grade students of *MA Tunas Pertiwi Cirebon*. The sample is students in class X-1 and X-2 of *MA Tunas Pertiwi Cirebon*. The data collectiong is using test (pre-test and post-tes). The Researcher uses T-tes formula by using SPSS program v.22.0.

The finding result of students' achievement before and after using estafet writing strategy to increase descriptive writing skill which has increase after using estafet writing strategy, it can be seen from the mean of the pre test is 62, 8 and post test is 71.76, it is means that the application of estafet writing strategy is significant effective on the students' achievement of descriptive writing skill with the result Asymtp Sig. (2-tailed). It has been shown in Asymtp Sig.(2-tailed) is 0,001. It is smaller than t-table ($0,001 < 0,05$). Then conclusion of this thesis is that H_a is received and H_o is rejected or it means that there is any significant effectiveness of using estafet writing strategy on students' descriptive writing skill at tenth grade students of *MA Tunas Pertiwi Cirebon*.

Keywords: Estafet Writing Strategy, Writing Skill, Descriptive text

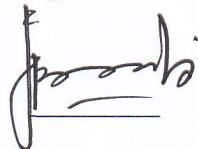







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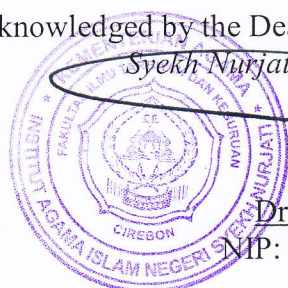
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RATIFICATION

This thesis entitled **“The Effectiveness of Estafet Writing Strategy on Students’ Descriptive Writing Skill”** written by Khaerunisa with the student number 14111310035 has been examined on 11th of November 2015. It has been accepted by the broad of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I INTRODUCTION

1.1 The Background of the Problem

Language is very important for everybody. Language is a tool of communication between individual and the others people. Hadfield and Hadfield (2007:7) say that “we learn a language in order to communication”. Thus communicating is a skill that must be owned by every individual. It is connected by a communication tool called language.

English is an international language that unites and becomes a media in communication between countries around the world, so in academic world, it is very important to the student to learn English language. Harmer (2007:11) says that “many people learn English because they think it will be useful in some way for international communication and travel. Such students of general English often do not have a particular reason for going to English classes, but simply wish to learn to speak (and read and write) the language effectively for wherever and whenever this might be useful for them”.

Tarigan (2008: 01) say that, “language skills have four skills, there are: listening skill, writing skill, reading skill and writing skill”. Writing is one of language skills that have to be learned by foreign language learner and all over the world beside listening, writing, and reading. Writing has been taught from Elementary School level to University level. Through writing, the students can express their ideas freely without having to face the reader directly.

Writing is necessary in many aspects. People need to writing skill in our life. Writing is tool to express idea and thought. As stated by Harmer (1998:79), that “writing skill is a basic language skill just as important as speaking, listening, reading. Students need to know how to write letters, how to put written report together, how to reply advertisements and increasingly how to write using electronic media.”

Writing skill is one of the language skills which are very important to our life. Through writing people can easier to get job and can inform other. As stated by Brown (2003: 218), that “today, the ability to write has become indispensable skill in our global literate community. Writing skill at least at

rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures”.

Writing should be studied by students and the teacher as a facilitator to help student in writing skill. As stated by Zemach and Islam (2004: 01), “to the teacher writing is an important form of communication in day-to-day life, but it is especially important in high school and college. Writing is also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include in their writing, and each culture has its own style for organizing academic writing”.

According to Richard (2002: 303), “writing is the most difficult skills for second language learner to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as minimum level skills of spelling punctuation, word choice, and so on.

Writing is a purposeful and communicative activity that responds to other people and other texts (Hyland, 2003: 20). In writing skill, there are many kinds of genre to make a write there are, Narrative text, Descriptive text, Recount text, Anecdote text, Procedure and etc. The Researcher chooses Descriptive text. Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular things, animals, or others, for instance, our pets or a person we know well.

Many people research about writing, in here the Researcher will be divided into four parts, the first is research about strategies and strategies in writing ability, such as Ismi Nia Mazda (2013), Mustika (2013), Wulandari (2012), Xu and Pan (2011), and Yang (2011). The second is research about the improvement teaching and learning writing skill, such as Walt & Hattingh (2007), Moghaddam & Malekzadeh (2011), Wichadee (2013), the third research about teaching English for students’ writing skill through media, such as Alidoost, Tabatabaei & Bakhtiarvand (2014) and the fourth about an analysis teaching English writing skill by Arunsirot (2013). The Researcher interest to analysie teaching writing to make student easier in writing skill.

Writing is an activity to reveal the ideas or ideas through writing. Unfortunately not many people who have a mind for it. People think that



writing is only for people who have the talent to compose beautiful words. That reason is not true, because writing can be used as a means of delivering an idea or ideas.

Based on globalization era, technology became more sophisticated. A simple example is the internet that is easier for us to access various types of information. Students also really need the internet to search for more information, for example to reference the task. The problem now is students tend to be used to implement a culture of 'copy and paste'. There minded lazy to summarize and think more practical to save time.

Some students say that English is difficult, English is confused especially in writing skill. English is confused especially in writing skill. "The pronunciation and the writing in English is different", that the reason some student in the MA Tunas Pertiwi Cirebon. (Interview on 21 July 2015, 09:06)

In descriptive text, sometimes the students feel unenthusiastic in writing skills. They prefer to copy and paste from the internet because they less interested in learning writing skills, lack of vocabulary, grammatical errors, spelling errors, afraid to try, and the strategy still uses the lecture strategy, so that students feel bored and sleepy because lack of interaction in a process learning.

There are many methods that can be used to teach these skills depending on the situations and condition of the students themselves. In the teaching writing, teacher should have some methods that can be easily understood by students. Method of teaching is needed in teaching English, which can make students become more interesting. So students will not get bored to study English anymore.

In this research, the Researcher selects the Estafet writing method to solve the above problems. Estafet writing is one method of active learning or learning by doing which aims to enable students to associate learning as a fun activity. This method is predictable to enhance the ability of learners to identify words to make a descriptive text. This method has not been done before in MA Tunas Pertiwi Cirebon. The expectation from the application of this method can motivate the students' learning in English especially in writing skills which based on the procedures and the advantages of this method.



The Researcher use Estafet writing strategy to make easier the student in developing writing skill. Syathariah (2011: 41) believes that Estafet writing is one of the strategies of active learning or is called learning by doing which aims to enable students to associate learning as a fun activity. Thus, this research is about “The **Effectiveness of Estafet Writing Strategy on Students’ Descriptive Writing Skill**”.

1.2 Identification of the Problem

From the background above, the Researcher will be identification of the problem in order to the Researcher focus on the study is as follow: The field of the research in writing skill, the researcher wants to use experimental strategy in carrying out the research. This strategy have three basic characteristics, they are: pre-test, the treatment, and post-test. The kinds of the problem in this research, there are:

- 1) Students fell difficult to make descriptive text because they worry about grammar.
- 2) When students make descriptive text, they difficult to describe something.
- 3) Students feel boring when learning descriptive text because the strategy still uses Teacher strategy.

The main problem of this study is the process of learning English. The student felt difficult to make and develop sentences on descriptive. So, when they make descriptive text, they just copy and paste from internet. Thus, the Researcher chooses Estafet writing because this strategy can make student easier to develop descriptive text in writing skill.

1.3 The Limitation of the Problem

This study focuses on writing skill. Based on the syllabus of MA Tunas Pertiwi Cirebon, writing skill have many genre, one of them is descriptive text. So, the Researcher use descriptive text as one of genre in English learning and the Researcher use Estafet writing as a strategy to develop their imagination in descriptive text.

The limitation of this study is to investigate on students’ writing skill at the MA Tunas Pertiwi Cirebon. Then the Researcher just chooses two classes as the object. The Researcher focuses on process of the students’ writing class



by using Estafet writing strategy with the material is descriptive text about describing people, animals and things with appropriate book of first grade students. So, in this study the Researcher limit study about The Effectiveness of Estafet Writing Strategy on Students' Descriptive Writing Skill.

1.4 The Questions Of Research

Based on the statement mentioned in the research background, some questions which become the formulation of the problem are as follow:

- 1) How are students' achievement Descriptive writing skills before using Estafet writing strategy?
- 2) How are students' achievement Descriptive writing skills after using Estafet writing strategy?
- 3) Is there any positive and significant effect on students' Descriptive writing skills using Estafet writing strategy at Senior high school MA Tunas Pertiwi?

1.5 The Aims of the Research

- 1) To find out students' achievement Descriptive writing skills before using Estafet writing strategy.
- 2) To find out students' achievement Descriptive writing skills after using Estafet writing strategy.
- 3) To find out positive and significant effect on students' Descriptive writing skills using Estafet writing strategy at Senior high school MA Tunas Pertiwi.

1.6 The Significance of the Research

The result of the study are hoped to give some significance to:

- 1) For the writer

The result is expected to provide benefits to the users of this research information to add knowledge and ability in study of research. And also the result of this study would be helpful for developing English skill through Estafet Writing Strategy.

- 2) For the teacher



This study is useful for the teacher in teaching English through Estafet Writing Strategy and can give the inspiration for them.

3) For the students

This study is useful for student to interest in learning English especially in writing skill using Estafet Writing Strategy.





CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research problem and data analysis, the Researcher will be answerd the question resarch such as:

- 1) The students' achievement before using Estafet writing is using pretest in control class and experiment class, the result can be known that the total score of pre test is 2700 from the total students (43 students). The average of the pre test score in experiment class (X-2) is 62, 8. Furthermore, the result of pre test in X-1 is as control class (X-1), it can be known that the total score of pre test is 2377 from thetotal students (41 students). The average of the pre test score is 57.9. Both of classes can be categorized bad score.
- 2) The students' achievement after using Estafet writing is using post test. The total result of posttest in experiment class (X-2) is 3086 and the average of is 71.76. And the total result of post test in control class (X-1) is 2331 and the average of post test is 56.9. From the result posttest in control and experiment class are different, the result of posttest in experiment class is higher than control class. It means that students are taught by using Estafet writing strategy is better than students who are not using Estafet writing strategy.
- 3) Beside there is any positive and significant effectiveness of Estafet writing on students' writing skill is using NPar Mann-Whitney Tests because the data in posttest is not homogeny. The result is significant effectiveness on the studnets' writing skill can be seen from Asymtp Sig. (2-tailed) is 0,001. If that compared, thus the score is less than from 0,05 ($0,001 < 0,05$), it means that the difference shown that H_0 rejected the students' descriptive writing skill significantly between the use of the application of Estafet writing strategy with that without using Estafet writing strategy at *MA Tunas Pertiwi Cirebon* or it means that there is any positive and significant effectiveness of Estafet writing strategy on the students' descriptive writing skill at *MA Tunas Pertiwi Cirebon*.

5.2 Suggestion

In the end of the research, the writer presents the suggestion will helpful for the reader and for all of subject, especially English subject. The suggestion can be seen below:

- 1) For the teacher should pay attention on students' motivation in English learning, especially in increasing students' writing skill in order to student can express their feeling, thought, and ideas indirectly and also pay attention to the method of teaching so that stimulate student to be active in learning process to guide them be better in social life through communication indirectly.
- 2) For the student should build the motivation to love English subject first in order to they can easier to understand English subject, especially in writing skill.
- 3) For the school should pay attention in curriculum of English subject because this subject is important for developing students' skill be better in social life.
- 4) For another Researcher, the Researcher would like to suggest the others Researcher, the result of the study can be used as additional reference to further research with the different sample and occosions.

Based on the finding research in field of writing skill, the students who are taught by using Estafet writing (experiment class) is better than students who are not using Estafet writing (control class) and the application of Estafet writing strategy is effective to increasing the students' writing skill at tenth grade students of MA Tunas Pertiwi Cirebon.





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