

UNVEILING THE EFFECTIVENESS OF ESTAFET WRITING TECHNIQUES ON STUDENTS' SKILLS IN WRITING PROCEDURAL TEXT

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh Teknik Menulis Estafet dalam menulis Procedure Text pada siswa kelas XI SMA IT Arrisalah. Masalah dalam menulis Procedure Text adalah: 1) Siswa memiliki kekurangan dalam kosakata, 2) Siswa merasa bahwa menulis adalah sesuatu yang membosankan 3) Siswa sulit untuk memahami tenses 4) guru tidak memiliki teknik yang bervariasi dalam mengajar menulis. Rumusan masalah penelitian ini adalah: Apakah Estafet Writing Technique efektif dalam meningkatkan kemampuan menulis siswa dalam teks prosedur dan bagaimana efektivitas Estafet Writing Technique terhadap kemampuan menulis siswa di SMA IT Arrisalah. Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya keefektifan Estafet Writing Technique dalam meningkatkan keterampilan menulis siswa dan untuk mengetahui seberapa besar keefektifan Estafet Writing Technique terhadap keterampilan menulis siswa di SMA IT Arrisalah. Penelitian ini menggunakan desain Pra-eksperimental dengan menggunakan satu kelompok pre-test dan post-test. Populasi dan sampel penelitian ini adalah siswa kelas XI SMA IT Arrisalah yang berjumlah 15 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk tes esai dan dianalisis dengan menggunakan rumus t-test. Hasil penelitian menunjukkan bahwa nilai rata-rata post-test adalah 74,07 dan nilai rata-rata pre-test adalah 46,80. Selain itu, setelah dilakukan uji-t diperoleh nilai signifikansi (2-tailed) sebesar 0,000 yang lebih kecil dari $\alpha = 0,05$. Hal ini berarti hipotesis H_a diterima dan H_0 ditolak. Jadi, terdapat pengaruh yang signifikan antara penggunaan teknik menulis estafet terhadap kemampuan menulis teks prosedur siswa kelas XI SMA IT Arrisalah.

Kata Kunci: Teknik Menulis Estafet, Menulis Teks Prosedur.

ABSTRACT

This research is intended to investigate the effect of Estafet Writing Technique on writing Procedure Text at XI Grade Students of SMA IT Arrisalah. The problems in writing Procedure Text were: 1) The students have lack in vocabulary, 2) The students feel that

writing is something boring 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: Estafet Writing Technique effective in improving students' writing skill in procedural text and how effective Estafet Writing Technique is in improving students' writing skill at SMA IT Arrisalah. The purpose of this research was to know whether or not Estafet Writing Technique is effective in improving students' writing skill and to know how effective Estafet Writing Technique is in improving students' writing skill at SMA IT Arrisalah. This research used Pre-experimental design by using one group pre-test and post-test design. The population and sample were 15 students at XI Grade Students of SMA IT Arrisalah. 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-test was 74.07 and mean score of pre- test was 46.80. In addition, after doing T-test significance (2-tailed) is 0.000 that smaller than $\alpha = 0.05$. It means that hypothesis H_a was accepted and H_0 rejected. So, there was significant effect of using estafet writing technique toward students' writing procedure text at the 11th grade of SMA IT Arrisalah.

Keywords: Estafet Writing Technique, Writing Procedure Text.

A. INTRODUCTION

Background of the Study

Language is a socialization tool that is utilized for communication and expression. According to Bonvillain (2019), language is a traditional, arbitrary way of communication that also functions as a sound sign. Language serves as a useful instrument for communication (Akmajian et al., 2017). Humans speak thousands of different languages in this world to communicate. English is one of the most widely known, and widely used languages.

Hundreds of nations utilize English as an international language for communication. English is therefore one of the most crucial languages to master. Speaking English will also increase your chances of landing a decent job, advancing your career, and making international friends. Handayani (2016) provides support for this, arguing that in the globalized period, English is a communication skill that is essential to one's success in securing a future employment. In the domains of science, technology, business, computers, and transportation, English serves as a professional communication tool (Geels, 2002).

In addition, more colleges and institutions are using English as a teaching language. Additionally, in order to prepare students for the workforce or for further education in an English-speaking country, English is frequently taught to them as a foreign language. Therefore, in order to speak English, learners or students must be skilled in all linguistic domains (Al Hosni, 2014). Acquiring proficiency in English is essential for our future career aspirations in this era of globalization.

Out of the four English language skills we have to learn, writing is one that is important. Reading does not necessarily convert into writing, even if one reads aloud while writing. Nonetheless, one will naturally read what they write. Writing is the process of putting words, phrases, sentences, and paragraphs together to create a well-written document. Moreover, writing is the process of using a language to describe something in order to create a message that has meaning (Sa'adah, 2020). Writing is the process of creating a memo, a written document, or knowledge that will be extremely helpful in day-to-day living. Composing is a means of expression and production. It is producing the words and sentences than it is expressing with the meaning of ideas, thus writing skill is the activity to transfer ideas through words and sentences, the idea will change to scientific (Lubis 2014).

That explanation leads one to believe that writing is the process of arranging words or ideas into a text in order to give it meaning and the potential to become a scientific document. Students must first acquire a great deal of information through reading more books, having discussions with others, and listening to others before they can write well (Richards, 2008).

According to Ningrum (2013), the students can deliver their messages to their readers by writing. In fact, many students are poor in writing English in their class. Many students do not like writing lesson because they considered writing is complicated or the way of lesson may monotonous (Hidayati, 2018). According to Qamariah (2020), as a productive skill, Writing is not like speaking or any other receptive skill. Writing requires attention to a number of factors, including proper grammar, vocabulary while assembling paragraphs, etc. The teacher needs to be resourceful in order to come up with an appealing solution for this issue.

From the explanation, the researcher concluded that writing is very important to be learned by the students of English learner. Teaching a foreign language especially English is not easy as teaching the first language. If the students or teacher learn a foreign language, they will meet many methods, approaches or technique to help the students in learning process. In this case, an effective technique is needed to solve the students' problem and make the process of learning become interesting.

One way to motivate students in learning language process is by using an effective technique. The teacher should try to make attractive technique to attract students become interest to write actively (Bean & Melzer, 2021). Using an effective technique makes students more creative and interesting about the topic of learning and not making the students are lazy to past the lesson.

There are numerous approaches and techniques for teaching writing, including reading aloud, games, riddles, jumbled stories, jigsaw writing, brainstorming, picture series, storytelling, semantic mapping, graffiti, collaborative writing, free writing, and essay writing. In this research the researcher uses Estafet Writing as a technique to solve the problem above.

Estafet writing is one kind of techniques to teach English, especially teaching writing. According to Ditya (2017), 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.

According to Indarto (2013) Estafet is a game which is adopted from estafet race. The meaning of the word estafet itself is 'connected to each other'. In this study, estafet writing is made as a technique in teaching English. The application of the Estafet Writing Technique will be more effective for learning writing because students will be more motivated by learning in groups than learning individually (Hadi et al., 2020). Estafet writing technique is one of the active learning technique or learning by doing which aims to make learners associate learning as a fun activity.

The application of the estafet writing technique is one of the means to arouse students' learning motivation (Rangkuti, 2017). This can happen because with the application of the right method, it allows the learning process to not only run in one direction or only dominated by the teacher with the lecture method. 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, based on the previous statements problems, the use of estafet writing techniques is expected to help students to find ideas and help students to think creatively in finding a way out in solving existing problems.

B. RESEARCH DESIGN

The approach which will be used in this study was quantitative research. In this research, the researcher used pre-experimental design by using one group pre-test and post-test design. According to Sugiyono (2015) 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.

C. RESULT AND DISCUSSION

1. Descriptive Statistic

In this research, the present researcher used descriptive statistics in analyzing the data. To collect the data the present researcher used instrument it consisted of 1 item. From that item, the present researcher found the highest score and lowest score. Based on the result of the data analyzing, it was found that the highest score of pre-test was 69 and the lowest score was 20 from 15 students with the mean score was 46.80 and standard deviation was 14.29. Meanwhile, in post-test, it was found that the highest score was 91 and the lowest score was 60 with the mean score 74.07 and standard deviation was 9.80.

Based on the results of the pre-test and post-test, it can be seen that the mean score and standard deviation of students in the post-test are higher than the mean score in the pre-test. This means that there is a difference between students' skills in writing procedure text after and before being given treatment using the Estafet Writing Technique. This can be seen in table 4 below.

Table 4

Descriptive Statistics					
	N	Minimu m	Maximu m	Mean	Std. Deviation
Pretest	15	20	69	46,80	14,229
Posttest	15	60	91	74,07	9,809
Valid N (listwise)	15				

Source: Primary data (pre-test post-test) was processed in July 2024 by SPSS

2. Statistics Required for Testing Hypothesis

a. Normality Testing

In normality testing, the data was analyzed into Shapiro-Wilk. Further, normality testing used to know wheather or not the data in normal distribution. Moreover, the data was normal distribution stated that if the values of significance level of pre-test and post-test are more than the values of significance (p)=0.05. On the other hand, if the values of significance level of pre-test and post-test are less than the values of significance (p) 0.05 the data distribution was not normal. The result found in the pre-test was 0.245 and in the post-test was 0.644. It proved that the data distribution were normal. It could be seen in the table 5 below.

Table 5
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	,222	15	,045	,927	15	,245
Posttest	,098	15	,200*	,957	15	,644

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Primary data (pre-test post-test) was processed in July 2024 by SPSS

b. Homogeneity Testing

In homogeneity testing, the data were analyze into One-Way ANOVA. Further, homogeneity test was conducted to know that the data were homogeneous or not. Moreover, the data was homogeneous state that if the values of the level significance is greather than $p = 0.05$, the data was homogenous. On the other hand, if the values of the level significance is not greater than $p=0.05$, the data was not homogenous. The result found the value of significance level was 0.345 and the Levene's statistic was 0.924.

The value of significance level was more than 0.05. It means that the data was homogeneity. It could be seen in the table 6 below.

Table 6
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	,924	1	28	,345
Posttest	Based on Median	,718	1	28	,404
	Based on Median and with adjusted df	,718	1	22,013	,406
	Based on trimmed mean	,968	1	28	,334

3. Hypothesis Testing

Hypothesis testing was conducted to know wether the alternative hypothesis was accepted or rejected. To analyze wether “Estafet Writing Technique” was effective or not to increase students’ skill in writing Procedure Text at SMA IT Arrisalah ", the present researcher used pair sample T-test to get answer. According to the Paired Sample T-test shows whether paired samples experience significant changes after being determined by their significance value. This value then determines the decisions taken in the study. The significance value < 0.05 indicates a significant difference between before and after teaching writing procedure text using Estafet Writing Technique. While, if the significance value > 0.05 indicates that there is no significant difference between before and after teaching procedure text using Estafet Writing.

Based on result this research, we can concluded that (H_0) is rejected and (H_a) is accepted because the significance (2-tailed) is 0.000 that smaller than $\alpha = 0.05$. It means that hypothesis H_a " there was significant effect of using estafet writing technique toward students' writing skill at the 11th grade students of SMA IT Arrisalah " is accepted.

Table 7
Paired Samples Test

		Paired Differences							
			Std.	Std.	95% Confidence Interval of the Difference				Sig. (2- tailed)
		Mean	Deviation	Error	Lower	Upper	t	df	
Pair 1	Pretest	-	9,896	2,555	-	-	-	14	,000
	—	27,26			32,747	21,787	10,67		
	Posttest	7					2		

Discussion

The present researcher showed that the post-test mean score and standard deviation were higher than those of the pre-test after gathering and analyzing the data. It was clear that applying the Estafet Writing Technique in the learning process improved the students' motivation to write procedural texts after receiving treatment. It can be said, at least tentatively, that the present researcher's treatment of the SMA IT Arrisalah 11th grade students was effective.

Based on the normality testing, the value of significance level either of pre test score was more than ($p=0.05$). It means that the data was normal and based on the homogeneity testing result, the value of significant level was more than level (p)=0.05 it means that the data was homogenous. Meanwhile, the result of hypothesis testing, the present researcher found that the value of significant level was lower than 0.05, it means that the alternative

hypothesis (H_a) was accepted and the null hypothesis (H_o) was clearly rejected. So the result of this research can be concluded that "Estafet Writing Technique" was effective in teaching learning process to increase students skills writing procedure text based on researcher observed while treatment in the 11th grades students' of SMA IT Arrisalah in school year 2023-2024. Estafet writing was positive and effectively perceived on implementing in teching writing. Estafet Writing is very useful for writing procedure text not only to help students in writing but they also feel enjoy and interested.

In this study, the students seemed more interested in learning procedure texts using the estafet writing technique compared to their interest when they were taught procedural texts using the conventional method. This can be seen from their actions in preparing their learning tools. The students immediately divided themselves into groups and decided who would answer the questions first. This statement agrees with other experts. Syathariah, (2011: 41-42) Estafet Writing technique or chain writing is one of the active learning techniques or learning by doing which aims to make students associate learning as a fun activity. This innovative method is one technique that involves students learning together. Writing activities using this learning technique make students actively develop thinking power and produce a product in the form of procedure text. This study found that Estafet Writing has an influence on the learning of procedure text in learners. It is also shown in the results of this study that Estafet Writing has an influence on students' learning of procedure text in the learning process.

Estafet Writing is a technique of teaching writing that involves group instruction for the students. Through enjoyable activities, students can improve their writing skills on an individual basis. Additionally, since this method puts the student at the center of the learning process, essay writing increases greater student participation in the classroom. Purpose of this research is to know the effect of esatafet writing technique on students writing procedure text.

The mean student score before receiving treatment using the Estafet writing technique was 46.80, ranking the student in the poor category. Researchers employed the Estafet writing technique in the supplied therapy to enhance students' writing, improve students' achievement in the learning procedure text, and make learning more enjoyable

and fun. After instruction in the Estafet writing technique, the mean score of the students was 74.07. It can be concluded that the score getting increased.

The result found that $T \text{ test} < \alpha = 0.05$ ($0.000 < 0.05$). It means that the hypothesis H_a was accepted and H_o rejected. So, there was significant effect of using estafet writing techniuie toward students' writing skill at the 11th grade of SMA IT Arrisalah.

D. CONCLUSION

Estafet Writing is a technique of teaching writing that involves group instruction for the students. Through enjoyable activities, students can improve their writing skills on an individual basis. Additionally, since this method puts the student at the center of the learning process, essay writing increases greater student participation in the classroom. Purpose of this research is to know the effect of esatafet writing technique on students writing procedure text.

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