

**THE EFFECT OF TEACHING WRITING DESCRIPTIVE TEXT USING ESTAFET
WRITING TECHNIQUE ON THE STUDENTS' WRITING ABILITY AT THE TENTH
GRADE OF SMA N 7 KEDIRI
IN ACADEMIC YEAR 2014 -2015**

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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UNIVERSITY OF NUSANTARA PGRI KEDIRI
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Approved by advisor to be proposed to the English Education Department Examination
Committee of University of Nusantara PGRI Kediri

Kediri, January 15th, 2016

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Chairman : SULISTYANI, M.Pd
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ABSTRACT

Writing is not just a skill to express person's ideas into paragraphs, but it is very complex as it only can be acquired through cognitive efforts, training, instruction, and practice. It makes the students difficult to acquire. Hence, in order to help their difficulty to write, English teacher needs to equip themselves with various teaching techniques to gain the goal of learning English. In this term, using Estafet Writing as one of the teaching techniques can be an appropriate way in teaching writing. This research adopted experimental research design to investigate the effect of using Estafet Writing on the students' writing ability of the tenth grade students at SMAN 7 Kediri. The sample of the research was class X-3 consisting of 24 students. This research was held in three meetings involved pre-test, first treatment, second treatment, and post-test. The researcher used the form of essay test writing descriptive text as the instrument to collect the data. To analyze the data, the researcher applied the rubric of writing and using t-test to know the result of the study. The statistical data in the research showed that the mean score of pre-test was 48,75 and post-test was 63,58. By using t-test, it was found that the t-score (12.156) > t-table 5% (2.069) or 1% (2.807). Therefore, the Null Hypothesis (H₀) was rejected and the Alternative Hypothesis was accepted. It can be concluded that the students after being taught by Estafet Writing have better writing ability in descriptive text than those before in the term of content, organization, structure, vocabulary, and mechanics. From the finding above, it can be concluded that teaching writing using Estafet Writing is effective to develop the students' ability in writing descriptive text. Finally, it is suggested that English teacher should apply Estafet Writing technique to teach writing descriptive text.

Key words: Writing, Teaching Writing, Estafet Writing

I. BACKGROUND

II. Writing doesn't come naturally or automatically, but through cognitive efforts, training, instruction, and practice. This skill is not just about the process to construct words into meaningful sentences based on one's ideas. But it is a complicated skill since it involves producing meaningful segments to carry a message in the language also the way to develop ideas into comprehensible written form by concerning the aspect of writing such as content, organization, vocabulary, language use, and mechanic (Weigle, 2005: 116). Those all above are required by students in order to learn and acquire writing skill.

III. Unfortunately, the aspects of writing makes it is very difficult and complex skill to learn. It is worsened that English teacher in Indonesia still focuses on reading and grammar when they teach writing. It is stated by Harmer (2007: 11), for many years the teaching of writing focused on the written product rather than on the writing process. It means that students are only directed to have good product of writing than the way how to proceed. The explanation above creates a consideration that writing is very difficult and complex skill to learn.

IV. However, the reason why the students must learn writing even

though it is a complex ability in learning English is the existence of this skill for its importance in the form of written communication. Writing is a way of life because it plays many roles in education. Across the level of school, writing is formally and naturally needed by all students to succeed in mastering a subject matter. Harmer (2007: 3) states that in the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge.

V. Moreover, it is explained in Content Standard of KTSP (2006: 307) that English in the level of Senior High School is expected to reach the informational level because the students are prepared to continue their education toward university. In this level, it will be a crucial part of communication and critical thinking. It is supported by Weigle (2009: 5) that writing and critical thinking are seen as closely linked, and expertise in writing is seen as an indication that students have mastered the cognitive skill required for university work.

VI. Therefore, concerning with the consideration about the essence and difficulty in learning writing, the teacher must find the way to solve this problem. By creating the easiest way to learn

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VIII. writing, it means that the teacher must find the teaching technique to help the students. The technique applied must be able to give opportunity for the students to experience how to write and produce a text.

IX. In this term, Estafet Writing is one of the teaching techniques that become a source for the teacher to solve students' problems to learn writing. The use of this teaching technique is able to give interactive teaching-learning situation in which there is active interaction between teacher-students and among students. Syathariah (2011:41-42) states that Estafet Writing is a kind of active learning or learning by doing by purposing the students to negotiate learning as an interesting activity and giving them opportunity to express their ideas to a certain topic with their classmates. It means that Estafet Writing is a kind of teaching technique used by teacher to help the students participate actively by expressing one's ideas after another continuously based on the topic given.

X. Based on the previous study by Mustika (2013) finds that Estafet Writing is an interesting technique in teaching and learning process as it makes students feel fun and active in class so that their writing ability is

improved. In the same research, Putriyani (2013) investigates the use of Estafet Writing to teach descriptive text

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XII. finds that this technique helps the students to get better achievement in writing descriptive text. In short, the strength of this technique can make the students interested and enthusiastic in writing, more focus and comprehend about the process of writing, and in the end they will understand about the elements of writing.

XIII. Therefore, in order to help the English teacher to create suitable teaching technique to teach writing in particularly descriptive text, the writer will conduct the research entitled "The Effect of Teaching Writing Descriptive Text Using Estafet Writing Technique on the Students' Writing Ability at the Tenth Grade of SMA N 7 Kediri in Academic Year 2014-2015."

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XV. METHOD

XVI. This research typically adopted quantitative approach because the data was presented in the form and analyzed using statistical formula employing

an experimental research design. There were two variables namely the use of Estafet Writing technique in teaching writing descriptive text as independent variable, while the students' writing ability in descriptive text as dependent variable.

XVII. This research involved the tenth grade students of SMA N 7 Kediri particularly class X-3 consisting of 24 XVIII.

XIX. students. To determine the sample of the research, clustering sampling was applied.

XX. The technique of collecting data were test separated into pre-test and post-test. The test was intended to know the students' writing ability of descriptive text. It involved pretest given in the early meeting to know the students' earlier ability in writing descriptive text and posttest given in the last meeting to know the students' final ability in writing descriptive text after getting the treatment.

XXI. To start the process of the research, the researcher conducts the pretest by asking the students to write descriptive text. In the following meeting, the students are taught descriptive text by using Estafet Writing as the treatment. Then, the researcher gave the treatment in two meetings to have better outcomes to the students. And finally, the post-test was conducted by giving the same activities and level of difficulty as in pretest by asking the students to write descriptive text but in different topic. Then, the researcher

compared the scores between pretest and posttest score to know the differences.

XXII. To analyze the significance, the researcher used statistic analysis by using t-test single sample because only one class which is examined. To examine the hypothesis proposed by the researcher about the effect of using Estafet Writing, XXIII.

XXIV. the research employed t- test by calculating the difference score between t - score to the t - table. According to Arikunto (2010: 349) the formulation described as follow:

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$$t - score = \frac{Md}{\sqrt{\frac{\sum X^2 d}{Nt / Nt - 1}}}$$

XXVI. FINDINGS AND CONCLUSION

XXVII. The research findings can be described based on the research questions that there is positive effect of using Estafet Writing technique to teach writing descriptive text on the students' writing ability at the tenth grade of SMA N 7 Kediri.

XXVIII. It can be seen from the research result data the total of students' pre-test score was 1170 and the total of mean score of pre-test can be counted from the total of students' pre-test score divided by total of samples was 48,75. While, from the post-test score, the total of students' post-test score was 1526, the total of mean score of post-test was

63,58. It means that the students' score after getting treatment is better. Then, from the t-test calculation, it is found that the t-score was 12.156. After

XXIX. the t- score found, it is compared to the t-table. Then, the researcher used the level of significance (1% and 5%) to assert

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XXXII.

XXXIII. whether the null hypothesis was rejected or accepted.

XXXIV. The result of the research shows that the t- score was 12.156 at the degree of freedom 23 and the t-table was 2.069 at the level of significance 5%, 2.807 at the level of significance 1%. And it was compared to the t-table, the t-score (12.156) > t-table at the level of significance 5% (2.069) or very significant 1% (2.807).

XXXV. According to the result of data analysis above, the result of the research was very significant that t-score is higher than t- table. It means that the Null Hypothesis (H_0) was rejected while the Alternative Hypothesis (H_A) was accepted. It can be concluded that the students after being taught by Estafet Writing have better writing ability in descriptive text than those before. It means that teaching writing using Estafet Writing is effective to develop the students' ability in writing descriptive text.

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Therefore,

the Estafet Writing is appropriate teaching technique to be applied to teach writing especially descriptive text at tenth grade students of SMAN 7 Kediri in academic year 2014/2015.

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