

**IMPROVING THE ELEVENTH GRADE STUDENTS OF SMA N 1 RAIJUA IN
WRITING NARRATIVE TEXT THROUGH ESTAFET WRITING TEACHING MODEL
IN ACADEMIC YEAR 2016/2017**

Gabriel Hibu Piga

Nusa Cendana University
(gabrielhibupiga21@gmail.com)

ABSTRACT

Classroom action research is a way for teachers to discover what works best in their own classroom situation, thus allowing informed decision about teaching. Action research involves some stages, those are planning a change, acting, observing the process of change, and reflecting of the process. The aims of this research is to improve students writing narrative text using estafet writing teaching model. This research was conducted in three cycles and two meetings in each cycle. The data were taken from observation, and test. The data analysis was done using mix method namely quantitative and qualitative method. Quantitative method will used to analyze data from test in order to know the students' improvement after the action or success in result, while qualitative method used to analyze the data from observation in order to know success in process. The research result shows that the students writing was improved in every cycle. It can be seen in their mean score of test result of every cycle such as the mean score in the cycle 1 was 12.5, cycle 2 was 75, and cycle 3 was 80. The result of observation also shows that the students more active, enjoy and have positive response and good cooperation team. Estafet writing teaching model can make the teaching and learning process funny and not boring, make students to have free drawing their ideas in a text, can improve students' motivation in developing their imagination to write a text, and growing up students' braveness in starting their imagination to write a text.

Key words: *Improving, Writing, Estafet Writing, Narrative Text and Teaching Model.*

1.1 INTRODUCTION

Writing is one of language skill that must be taught maximally, because in the context of education, most examination, either they are testing foreign language abilities or other skills, often relay on students' writing proficiency in order to measure their knowledge. Therefore, teacher should give more attention in teaching writing. Writing skill is needed by everyone in the world especially students. They must learn to write from young because by writing, other people can read and know what they think. It is a difficult skill of language because it needs a long process of training, concentration, and hard working. By writing someone shows his/her thoughts, share what s/he have in mind through written words.

Writing is one of difficult subjects at school. Boardman (2002: 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Therefore, the teacher must create the subject that students can study easily. Besides, the kind of text also is important in teaching English to make the teaching of writing successful. To choose an appropriate text, the teacher must consider characteristics of the students, which directly related to learning process. Therefore, teachers should find out a solution to the problems through interesting strategies such as using game to make students motivated and interested in material during the teaching and learning process.

One of strategies to motivate students in learning writing is by using an effective method and teaching model. The effective method and teaching model can make students more active and creative in learning writing. Therefore the researcher tries to find a technique in teaching writing namely estafet writing teaching model. This teaching model is known as a new method in teaching and learning process, because adopted from a sport game.

1.2 Research Problems

1. How does estafet writing teaching model is effective in improving students writing skill to the eleventh grade students of SMA N 1 Rajjua in academic year 2016/2017?
2. To what extent the eleventh grade students of SMA N 1 Rajjua improving their writing narrative text by using estafet writing teaching model?

OBJECTIVE OF THE STUDY

the aims of this research was to find out how effective the estafet writing teaching model is in improving students' writing skill in writing narrative text and to know for what extent estafet writing teaching model improving the students writing narrative text of the eleventh grade students' of SMA N 1 Rajjua in the academic year 2016/2017.

2.1 THEORETICAL FRAMEWORK

The review of related literature is divided into two sections namely theoretical background and empirical previous research.

2.1.1 Theoretical Background

There are some theoretical concepts related to writing and estafet writing teaching model. Writing is also defined as a fluid process (Kolin, 2008:28). It means that writing is dynamic and not static. It enables readers to discover and evaluate the writer's thought. Moreover, Tans (2014:4) states that writing is a means of communication in which a writer expresses his or her ideas, feelings, and skills as the contents of his or her writing. The contents of his or her ideas should be clear so that they are easy for the readers to understand what is written.

In the past, estafet writing teaching model is a sport game adopted in teaching (Syathariah, 2011:45). The meaning of the word estafet itself is 'connected to each other'. While writing is a process or activity of pouring ideas to become a statement, paragraph, or essay. Nowadays, estafet writing is one kind of technique to teach English, especially teaching writing.

2.1.2 Empirical Previous Research

There were three researches that have been done on estafet writing such as: First, Ulfa mustika (20093203), "The ability of writing descriptive text of the tenth grade students of SMA N 2 Kudus in academic year 2013/2014 taught by using estafet writing", The aims of the research was to find out the students' achievement in writing descriptive text taught by using estafet writing and taught without estafet writing. The type of research is experimental research. The result of the research showed that the students' writing descriptive text achievement in treatment group was better than control group.

Second, Ariyani Zulfah (113411091), "The use of estafet writing with chained picture to improve students writing skills on narrative texts" English language education, Tarbiyah and teacher training faculty, Walisongo state Islamic Semarang University. The aim of this research is to identify the improvement of students' writing skill on narrative text after being taught by using estafet writing with chained pictures and to identify the students' responses after being taught by using estafet writing with chained pictures. This research has found out the improvement of students' writing skill on narrative text and the students' positive responses after being taught by using estafet writing with chained pictures.

Third, Priska Andre Rosaliana "The effectiveness of estafet writing in learning to write Germany at grade XI SMA N 1 Sedaya Bantul" she found that this technique is very effective and helpfully. The similarity is the use of estafet writing, while the difference is the research design. The research above is an experimental research, while the researcher designs this research as classroom action research.

3.1 Research Methodology

This research was design as classroom action research. The researcher uses classroom action research because it is an approach of (1) improving education through change and encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it, (2) it is participatory, in the sense that it involves the teacher in his/her own enquiry, and collaborative, in that it involves other people as part of a shared enquiry. Because this research is a classroom action research, therefore the researcher used mix method namely quantitative and qualitative method. Qualitative method used to analyzed the data from observation in order to know success in process, while quantitative method will used to analyzed data from test result in order to show the students' improvement after the action or success in result. In doing this research, the researcher collaborated with an English of SMA N 1 Rajjua in

a given categories to know which students have the highest scores and which have the lowest scores. To measure the students' improvements the writer assessed their writing by scoring guidance taken from Heaton (1975:109):

Items	Scores	Indicators
Fluency	5	Flowing style (very easy to understand, both complex and simple sentences, very effective).
	4	Quite flowing style (mostly easy to understand, a few complex sentences, very effective).
	3	Style reasonably smooth (not too hard to understand mostly (but not all), simple sentences, fairly effective).
	2	jerky style (an effort needed to understand and enjoy, complex sentences, confusing, mostly (but not all) simple sentences, fairly effective).
	1	Very jerky (hard to understand, can not enjoy reading, almost all simple sentences, complex sentences confusing, excessive use of 'and').
Grammar	5	Mastery of grammar taught on course (only 1-2 minor mistakes).
	4	A few minor mistakes only (preposition, articles, etc)
	3	Only 1 or 2 major mistakes but a few minor ones.
	2	Major mistakes lead to difficulty in understanding (lack of mastery of sentence construction).
	1	Numerous serious mistakes (no mastery of sentence construction, almost unintelligible).
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired (fairly appropriate synonyms, circum location).
	3	Attempts to use words acquired (fairly appropriate vocabulary on the whole but sometimes restricted, has to resort to use of synonyms circum location etc on a few occasions).
	2	Restricted vocabulary (use a synonym (but not always appropriate), imprecise and vague, affect meaning).
	1	Very restrict vocabulary (inappropriate use of synonyms seriously hinders communication).
Content	5	All sentences support the topic (highly organize, clear progression of ideas well linked, like educated native speaker).
	4	Ideas well organized (links could occasionally be clearer but communication not impaired).
	3	Some lack of organization (re-reading required for clarification of ideas).
	2	Little or no attempt at connectivity (through reader can deduce some organization, individual ideas may be clear but very difficult to deduce connection between them).
	1	Lack of organization so severe that communication is seriously impaired.
Spelling	5	No errors
	4	1 or 2 minor errors only
	3	Several errors (do not interfere significantly with communication, not too hard to understand).
	2	Several errors (some interfere with communication, some words very hard to

		recognize).
	1	Numerous errors (hard to recognize several words, communication made very difficult).

There are 5 items and each is score 5 then the maximum score are 25. The scoring is based on the analytic method. This method is much better of making when we want to inform our students about their achievement (Heaton, 1975: 109). Since the test result are raw scores it is necessary to multiply them by 4 to get more meaningful numerical data.

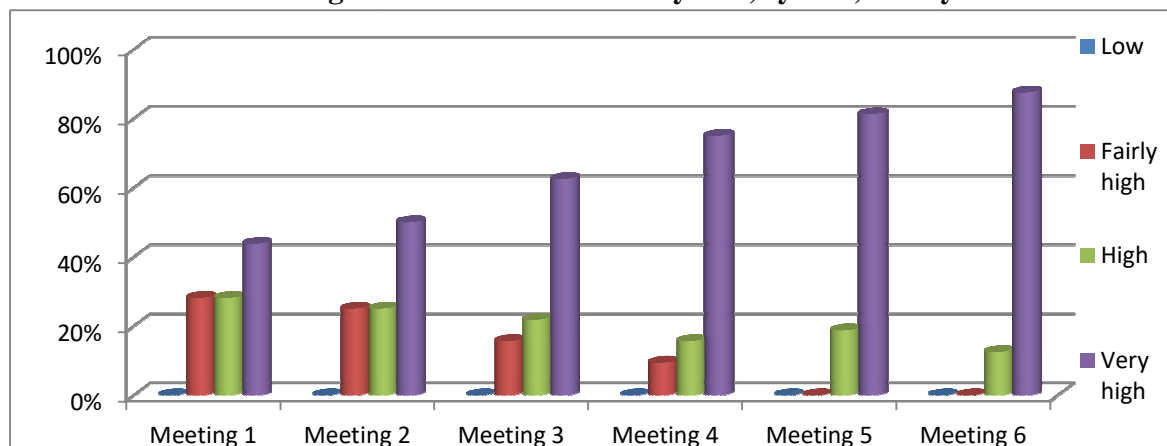
4.1 Discussion and Analysis

In this part, the researcher presents about the students' improvements based on data from observation and test.

4.1.1 The Students' improvements based on data from observation

In conducting this classroom action research the researcher and his collaborator did the observation during the teaching and learning process. The observation has been done in six times; two times in every cycle. The students' attitudes increase every meeting in each cycle. The following are the result of students' attitudes based on the observation:

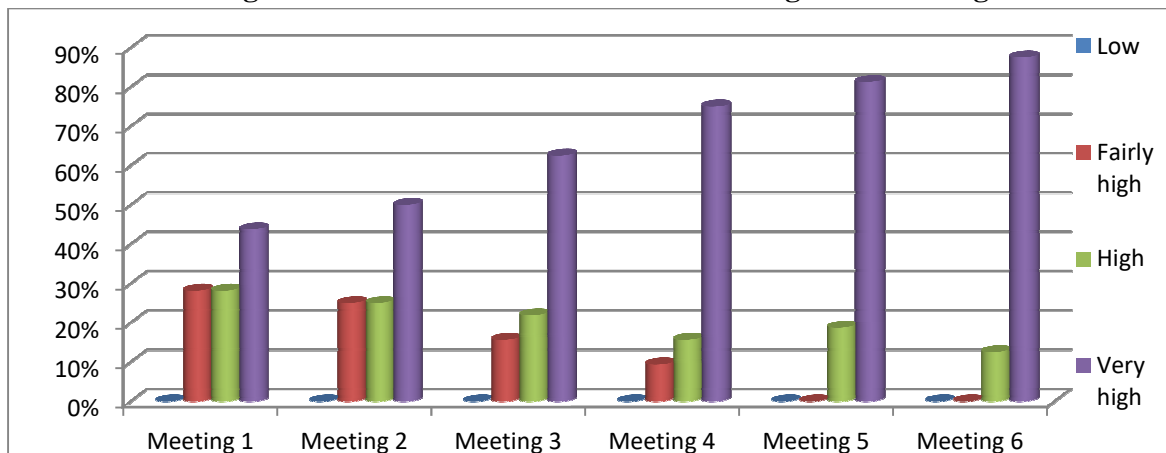
Percentage of students interest in cycle 1, cycle 2, and cycle 3



From the chart above, we can see that the students' interest were increase in every meeting. In meeting 1 there was 0% of the students involved in low category; 28,13% were in fairly high category; 28,12% in the high category; and 43,75% in the very high category. Meeting 2 also there was 0% in the low category; 25% in were in the fairly high and high category; and 50% in the very high category. Meeting 3 also there was 0% in the low category; 16% in the fairly high category; 21% in the high category; and 62,50% in the very high category. Meeting 4 also there was 0% in the low category; 9,36% in the fairly high category; 16% in the high category and 75% in the very high category. Meeting 5 the was 0% in the low

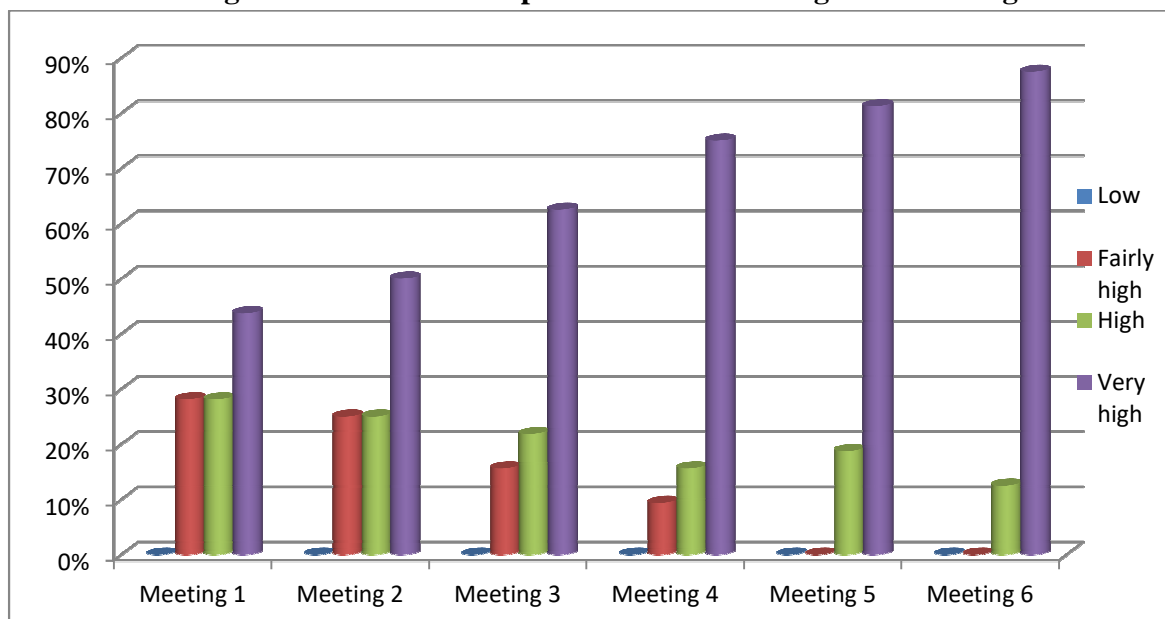
and fairly high category; 18,75% in the high category; and 81,25% in the very high category. In the meeting 6, there was also 0% in the low and fairly high category; 12,50% in the high category; and 87,50 in the very high category. Seeing the students' improvement, the researcher conclude that the students were interest and enjoy with the used of estafet writing technique in teaching writing.

Percentages of Students' Attention in the Teaching and Learning Process



The aspect of students' attention also were improve in every meeting like the interest aspect. It showed that the students have good attention in teaching and learning process especially with the used of estafet writing technique in writing narrative text.

Percentages of Students Participation in The Teaching and Learning Process



Based on the chart above, the percentages of students participation also were improve every meeting.

4.1.2 The students' improvement based on data from test

To check the students improvements on writing narrative text, the researcher evaluated them by giving a writing test in the last of every cycle. The students' means score of writing narrative text of cycle 1 was 57,5. The highest score was 72 and the lowest score was 36. There were only 12.5% or one group who passed the minimum standard score.

The mean score of cycle 2 was 71. There were 5 groups or 20 students who passed the minimum standard score 70. The highest score was 76 and the lowest score was 64. It can be concluded that the students achievements of writing narrative text by used estafet writing technique improved from the previous cycle. Because some students still couldnot achieve the standard minimum criterion, the researcher must continue for the next cycle.

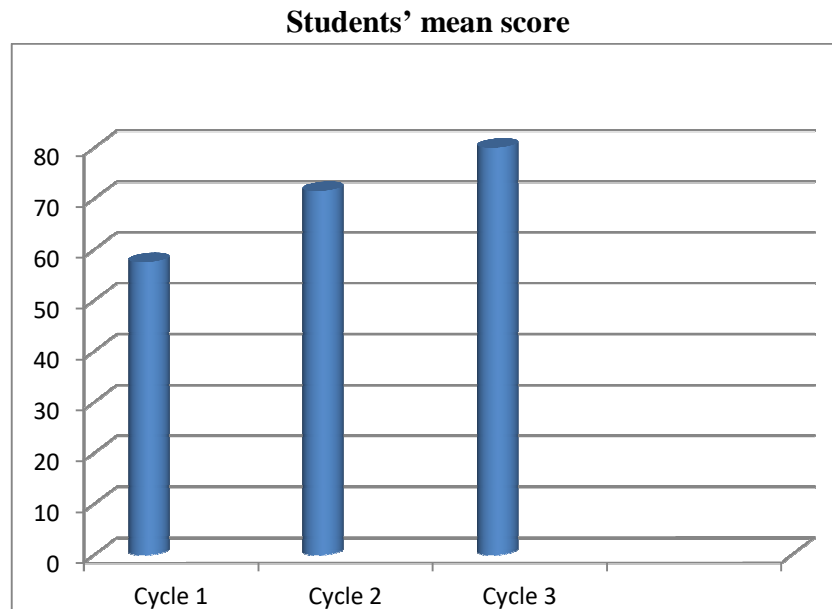
The mean score of cycle 3 was 80. The highest score was 84 and the lowest score was 76. All of them achieved standard minimum criterion. From this test result, we can see that there was improvement on students achievement. Therefore, the students' test score in cycle 1, cycle 2 and cycle 3 to compare the result of students' score.

The Result of Student Test from cycle 1, 2, and 3

Group number	Cycle 1	Cycle 2	Cycle 3
1	64	72	84
2	52	76	84
3	72	76	76
4	68	64	76
5	60	72	80
6	48	69	84
7	60	72	80
8	36	68	76
Total score	462	572	640
Mean	57.7	71.1	80

Based on the table above, it is showed there were only 1 group who passed standard minimum criteria in cycle 1, 5 groups in in cycle 2, and all groups (8) in cycle 3. There was 1 group who got same score (76) in cycle 2 and 3. To analyze all the data, the researcher would calculate the students' mean score and calculate the class percentage in every cycle. From the calculation above, it is showed the mean score of the test in cycle 1 was 57,7. The second calculation showed the mean score of cycle 2 was 71,5. The third calculation showed the mean score of cycle 3 was 80. It means that the indicator of achievement was reached because there

was improvements of students' writing score on narrative text by used estafet writing technique. It could be seen in the chart below:



The next step to know the percentage of students' score who passed the standard minimum criterion in every cycle, it used the formula as follow:

Cycle 1:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{8} \times 100\%$$

$$P = 12,5\%$$

Cycle 2:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{5}{8} \times 100\%$$

$$P = 62,5\%$$

Cycle 3:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{8} \times 100\%$$

$$P = 100\%$$

From the calculation above, it showed that students' percentage who achieved the standard minimum criterion in cycle 1 was 12.5%, There was only 1 group from 8 groups. While the students' percentage who achieved standard minimum criterion in cycle 2 was 62,5; There were five groups who achieved the standard minimum criterion and the students' percentage who achieved the standard minimum criterion in cycle 3 was 100%. From the percentage of cycle 3 it

can be conclude that indicator of achievement was reached too. Because there was more than 80% students passed the minimum standard score 70. It could be seen in the chart below:

5.1 Conclusion

The use of estafet writing teaching model in writing narrative text could improve the students' writing skill. This research was conducted in three cycle and two meetings for every cycle. The students' improvement can be seen in their result of their achievement in the test of every cycle. The students' mean score in the cycle 1 was 12.5, cycle 2 was 75, and cycle 3 was 80.

The observation result showed that there were positive response from the students after being taught using estafet writing teaching model. The positive responses are the students more active, and enjoy in the writing process. The students also can build their responsibility and good cooperation in team. Beside it, the students can understand the material and produce a good narrative text.

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