

**THE EFFECTIVENESS OF ESTAFET WRITING STRATEGY IN  
TEACHING WRITING AT EIGHTH GRADE OF MTs MA'ARIF  
MUNGGUNG IN ACADEMIC YEAR 2017/2018**

**THESIS**



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## ABSTRACT

**Khoirul Fitriani, Nisa'.** 2018. *The Effectiveness of Estafet Writing Strategy in Teaching Writing at the Eight Grade of MTs Ma'arif Munggun in Academic Year 2017/2018.* **Thesis**, English Education Departement, Tarbiyah and Teachers Training Faculty. The State Institute of Islamic studies Ponorogo, Advisor Ahmad Nadhif, M.Pd.

**Key Word:** *Estafet writing Strategy and Teaching Writing*

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 strategy to gain the goal of learning English. In this term, using Estafet Writing as one of the teaching strategy can be an appropriate way in teaching writing.

The objective of this research is to fine out whether there is significant difference score in writing between students who are taught by using estafet strategy and who aren't taught by using estafet strategy in MTs Ma'arif Munggun in academic year 2017/2018.

This research applied Quantitative research and used the quasi experimnetal design. It is use two classes which are two different strategies. The experimental class was taught by estafet strategy and control class was taught by lecturing strategy. The population was 50 students that were taken from A class and B class at eight grade of MTs Ma'arif Munggun in academic year 2017/2018( used sampling technique, 25 experimental class, 25 control class). The technique of data collection was test. Moreover, this research was conducted by following procedure: giving pre-test, applying the treatment, and giving the post-test. After getting the score from the test, it was analyzed and processed by using statistic data calculation of T-test formula.

The result showed that the experimental class has higher mean score in the post-test than control class. The mean score of post-test in experimental class was 84.06 and control class was 74,04. Besides, the result of T-test calculation showed that the value of ttest is higher than the value of ttable. The value of ttest was 9,031 while the value of ttable with db=48 was 2,01. Based on those result, it can be conclude that  $H_a$  is accepted and  $H_o$  is rejected.

Based on those explanation above, it can be said that there is significant different between students' writing skill taught by using estafet strategy. In other word, estafet strategy is effective in teaching writing to the eight grade of MTs Ma'arif Munggun in Academic Year 2017/2018..

## CHAPTER 1

### INTRODUCTION

This chapter discusses about the background of study, limitation of the study, statement of the problem, objective of the study, and significance of the study. The researcher also includes organization of thesis in this chapter.

#### A. Background of study

Writing is one of four basic skills in English. It is very important in teaching and learning English. Some language components (spelling, grammar, vocabulary and punctuation) are involve in writing. Writing skill is the most difficult skill than other language skill.

Meanwhile, most people are easy to speak but hard to write something. Writing is one of important skill that has to be mastered beside another skill in English. The purpose of writing is a communication. By writing, the writer wants to comunicate his idea, feeling, knowledge, etc with the reader.

Writing is an extremely complex cognitive activity which requires the writer to demonstrate a control of several variabels at once.<sup>1</sup> It needs not only comprehension of language structure but also vocabulary enrichment and good

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<sup>1</sup>David Nunan,*Language Teaching Methodology*,(New York: Practice Hall International, 1991), 85.

spelling. Moreover, it needs mastery of thinking and arranging words so that it can be understandable.

Writing is probably the least important of the four skill for many students, they are likely prefer listening, reading, and speaking to writing.<sup>2</sup> In learning activity, teacher has to present all the language skills that are identified as listening, reading, speaking, and writing. All of language skills must be presented to active the whole understanding of English.

Writing takes time and energy; it is a long process. Before we start drafting, we certainly need to decide what to write; we must choose a topic. To find an inspiring topic might be sometimes rather difficult.<sup>3</sup> As a productive skill, sometimes it is a little bit difficult to write. Perhaps, students have much idea in their mind but they have difficulty to a rise it. It could be embarrassing for students to admit that they are having difficulties starting out, so be vigilant. Students who make no effort to write anything down at beginner level may need special attention.

Writing is either hard or easy, as person make it. For most of people who have not written very much, the chief difficulty is uncertainly as to what they should do. Worry takes more out of them that work. They try seeing the completely finished paper at the very start of thinking about it, perhaps even before the topic is define in their minds, usually before the material has been got

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<sup>2</sup>Andrian Droff, *Teaching English*, (New York ; Cambridge University Press, 1988), 274

<sup>3</sup> Bram Barli, *Write Well Improving Writing Skill*, (KANISIUS, Yogyakarta, 1995)64.

together and lied up. At the stage they cannot even worry intelligently about the paper, much less see their way to working profitably on it.<sup>4</sup>

Writing skill is one of the language skills which is very important to our life. Through writing people can easily to get job or apply another. As stated by Brown 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”.<sup>5</sup>

Writing is either hard or easy, as person make it. For most people who have not written very much, the main difficulty is they are uncertain about what to do. They try seeing the completely finished paper at the very start of thinking about it, perhaps even before the topic has defined in their minds, usually before the material has been got together and summed up. At the stage they cannot even worry intelligently about the paper, much less see their way to working profitably on it.<sup>6</sup>

It is not a simple and easy task for the teachers to improve their students' writing skill. They need to apply various techniques that can increase students' writing skill. The appropriate techniques can make the student feel enjoy and

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<sup>4</sup> Parrin Porter G, *Writer's Guide and Index to English*. (Scott, Foresman & Co, university of Wasington, Chicago, Atlanta, Dallas, New York, 1942)288

<sup>5</sup> Brown, H. Douglas. *Language Assessment Principles And Classroom Practices*. (California: Longman , 2003),218.

<sup>6</sup> Perrin Porter G, *Writer's guide and index to English*. (Scott, Foresman & co. University of Wasington, Chicago, Atlanta, New York, 1942)288.

interested on writing activity and as such is a technique rather than a whole procedure.<sup>7</sup>

Based on the observation which was conducted at Eighth grade of MTs Ma'arif Munggun, the researcher found out that almost of the students of eighth grade of MTs Ma'arif Munggun have a similar problems on their writing activity. If they asked to do a task, they always says that English is so difficult. Then, from the test which have been conducted, they were asked to write a sentence but the students were being confused to write and how to start the writing. Moreover, students were still confused to make the content of the text which relevant to the title, such as, when they were asked to make a sentence about giving and asking opinion, they make a sentence about denying and admitting a fact.<sup>8</sup>

This often happens when they were asked to write a sentence. Then, based on observation, the teacher usually use lecturer method, given the task to the student and asked them to translate the text. This method made the students feel bored in the teaching and learning process.

All of the problems above occurs caused by the factor from the students and teacher. The factor from the students such as; they not have desire to study and they do not have motivation to learn English because they considered that English is very difficult. Then, the factor from the teacher is the teacher still use the conventional method in teaching and learning process especially in teach

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<sup>7</sup> Jeremy Harmer, *The Pactice of English Language Teaching*,(Third Edition, Longman)79

<sup>8</sup> Observation In Mts Ma'arif Munggun On 29 Desember 2017



writing skill. This makes the students feel bored with the teaching and learning process. Therefore, they do not understand about the material or about how to write a sentence in English and their vocabulary is less too.

To solve the problems above are by solving the less effective of the problems. From some causes above, that must be solved about uninteresting method used by the teacher in teaching and learning process. That is by giving the task and ask them to translate the text, because not necessary method will be able to improve the motivation of students to study and eliminate their presumption that English is difficult, and in a certain way can do a way that can improving their vocabulary too. Therefore, the researcher required an interesting and different teaching methods which can create a fun learning atmosphere and make students more active. In this case the researcher interested to try a method in writing a descriptive text, namely Estafet Writing.

Estafet writing is a technique in teaching writing skills where the students will learn writing in a group and the students also have a chance to improve their writing ability individually. Estafet writing also gives a chance for all group members to revise their work together.<sup>9</sup> In this strategy all students must be active and focus.

One of the strategies to motivate students in learning writing is using an effective method and teaching model. The effective method and teaching model

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<sup>9</sup> Gabriel Hibu Piga, *Improving The Eleventh Grade Students Of Sma N 1 Ranjau In Writing Narrative Text Through Estafet Writing Taching Model*, (Nusa Candana Universitas, Vol. 6, October 2017)

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 it is adopted from a sport game.<sup>10</sup>

Based on the explanation the researcher wants to conduct a research entitled” The Effectiveness Of Estafet Writing Strategy In Teaching Writing At Students Eight Grade Of Mts Ma’arif Mungung In Academic 2017/2018”.

## **B. LIMITATION OF PROBLEM**

There are many problems that may be happened at eighth grade of MTs Ma’arif Mungung. Such as: lack of study, lack of motivation, lack of strategy on writing skill, lack of understanding. To avoid a far-rangging discussion, this research discusses on lack of strategy, and focus on some concerns identified as follow:

1. This research focus on knowing the different of students writing skill achievement between who are taught by using estafet writing strategy and who aren’t taught by using estafet writing strategy on writing activity at eighth grade of MTs Ma’arif Mungung in academic year 2017/2018.

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<sup>10</sup> Agus Prayoga, *Classroom English For Teacher, Handbook.*( Semarang: Elt Departement Tarbiyah Faculty Of Iain Walisongo,2002),9.

2. This research focus to identify, whether estafet writing strategy is effective on writing skill activity at eighth grade of MTs Ma'arif Munggun in academic 2017/2018.

### **C. STATEMENT OF THE PROBLEM**

Based on the opinion above, this study is conducted mainly to answer the following question: Is there any significant difference score in writing between students who are taught by using estafet strategy and who aren't taught by using estafet strategy in MTs Ma'arif Munggun?

### **D. OBJECTIVE OF THE STUDY**

Concerning with the problems statement, this study has objective describe as follows: to investigate the difference score in writing between students who are taught by using estafet strategy and who aren't taught by using estafet strategy in MTs Ma'arif Munggun.

### **E. SIGNIFICANCE OF THE STUDY**

#### 1. Theoretical significance

The result of this research is expected to give benefits in educational practice. It is hope that it can contribute as the reference in the effort of increasing the students' English achievement.

## 2. Practical significance

### a. Institution of MTs Ma'arif Munggun

For MTs Ma'arif Munggun, this research is expected to give suggestion about the significance of estafet strategy in writing skill.

### b. Teachers

By reading this research, teacher know the effective of estafet strategy in writing. They also can anticipate any problem which can disturb students in learning process and help students to study maximally.

### c. Readers

This study expected to give a contribution to readers, particularly the students of MTs Ma'arif Munggun in enriching references concerned with the effectiveness of estafet strategy in writing skill in English academic.

## **F. ORGANIZATION OF THESIS**

The organization of this thesis has purpose to make readers easily understanding this thesis. This thesis divide in five chapter, those are:

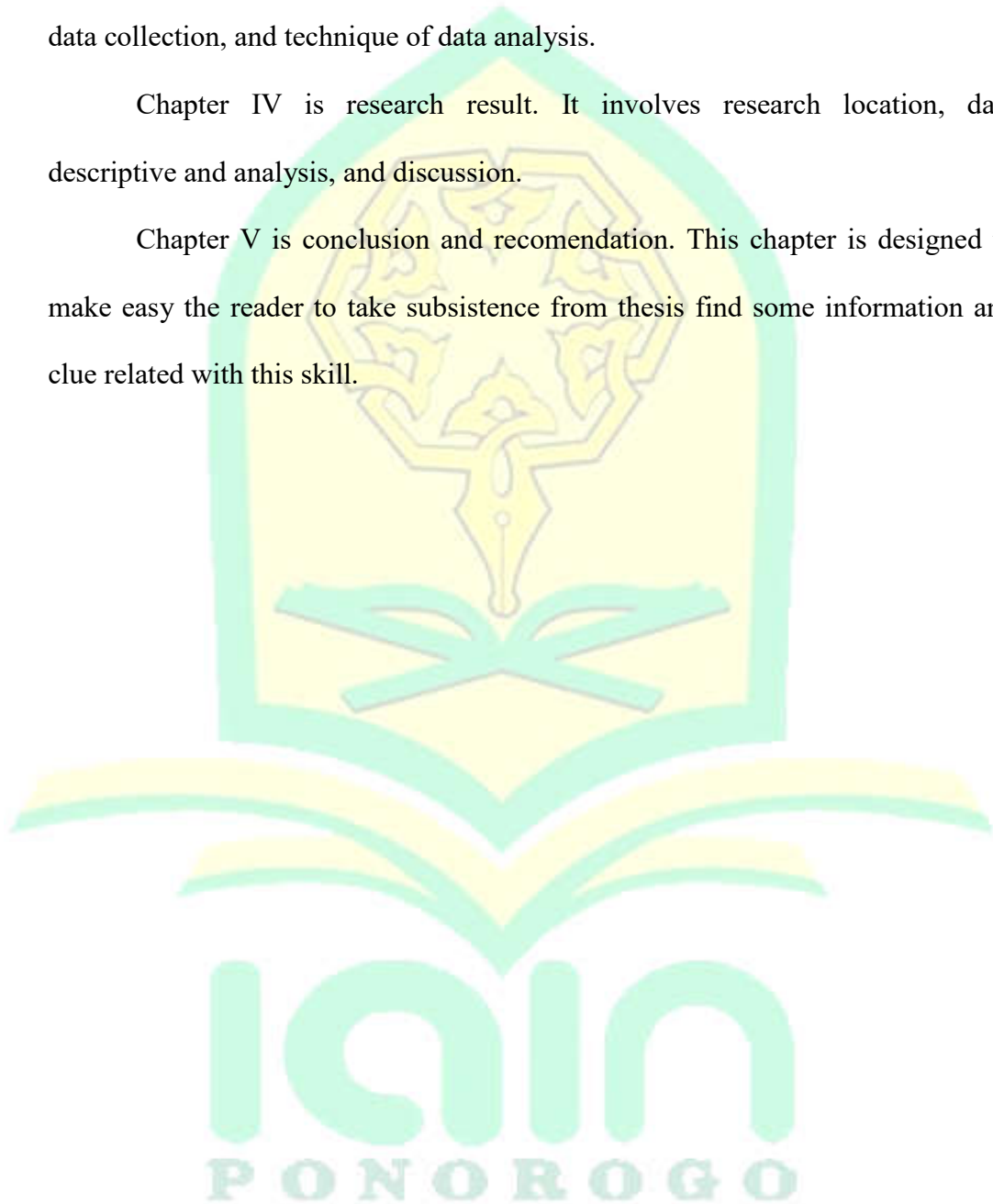
Chapter I is introduction. It involves the background of study, identification of the problem, limitation of the problem, statement of the problem, objective of the study, significant of the study, and organization of the thesis.

Chapter II is reviewing of the literature. It involves previous study, theoretical study, theoretical framework, and hypothesis.

Chapter III is research method. It involves research design, population, sample and respondent, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV is research result. It involves research location, data descriptive and analysis, and discussion.

Chapter V is conclusion and recommendation. This chapter is designed to make easy the reader to take subsistence from thesis find some information and clue related with this skill.



## CHAPTER II

### REVIEW OF RELETED LITERATURE

The review of related literature has a goal of previding previous study and information concerning with the research problem including overviews of previous study, theoretical background, theorrtical fremework, hypothesis.

#### **A. Previous Study**

In this researcher use previous study of researcher finding bellow:

Muhammad Rangkuti, The Use of Estafet Writing Method to Improve Students' Ability in Writing Narrative Text at the 8 Grade Students of SMP N 17 Medan.

Based on the result of research demonstrated that the implementation of the estafet writing method in the teaching and learning process of writing become writing more active and more interesting and the students' ability in writing narrative text was improved. It is proven by the result of observation during the action and also proven by the improvement of student' score about 89.49% from the pre-test to post-test cycle 2. In the pretest, there is no one students who passed the Minimum Criteria Accomplishment. In the posttest I, there were 5 (13.51%) students who passed the Minimum Criteria Accomplishment and in posttest II there were 22 students or (59.45%) who passed the Minimum Criteria Accomplishment. Therefore, it can concluded

that estafet writing method is one of effective method used in learning English writing.

Zulfa Ariyani, *The Use of Estafet Writing With Chained Picture to Improve Students' Writing Skill on Narrative Text (a classroom action research at the 10 grade of MAN 01 Kudus in the Academic Year of 2015/2016)*.

The result of this research showed that the students' mean score in the preliminary research is 51.92 or 15.4% students achieved the minimum standard score, the students' mean score in cycle 1 63.92 or 43.5% students who achieved the minimum standard score (KKM) and the students' mean score in cycle 2 is 72.25 or 82.5% students who achieved the minimum standard score (KKM).

Gabriel Hibu Piga, *Improving the Eleventh Grade Students of SMA N 1 Rinjau in Writing Narrative Text Through Estafet Writing Teaching Model in Academic Year 2016/2017*.

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.

## **B. Theoretical Analysis**

In this chapter the researcher discusses about writing, teaching writing and estafet writing.

### **1. Writing**

In this sub chapter the researcher wants to explain some theories about writing which are relevant to problem.

#### **a. Definition of Writing**

According to David Nunan, Writing is a mental process of investig ideas, thinking about how to express them, to organize them, and to organize them into statements and paragraphs that will be clear to a reader.<sup>11</sup> Writing is the combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.<sup>12</sup>

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. When thought is written down, ideas can be examined, reconsidered, added to, rearranged,

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<sup>11</sup> David Nunan, *Practical English Language Teaching*, (New York: the McGraw Hill Companies, 2003)88

<sup>12</sup> Linse Caroline T, *Practical English Language Teaching: Young Learners* (America. New York. McGraw-Hill, 2005)98.



and changed.<sup>13</sup> In other definition, writing is a discovery process; it involves ideas, discovering how to organize them and discovering what you want to put on your reader. Writing is a process and a product.<sup>14</sup> Thus. Writing is a process of expressing the idea to get the product that is called by written text.

Like many other aspects of English language teaching, the type of writing we get students to do will depend on their age, interest and level. In general, we will try to get students writing in a number of common everyday styles. These will include writing postcard, letters of various kinds, filling in forms such as a job applications, writing narrative composition, reports, newspaper and magazine, article, etc. There is no limit to the kinds of text we can ask students to write. Our decisions, though, will be based on how much language the students know, what their interest are and what we think will not only be useful for them but also motivate them as well.<sup>15</sup> In addition, Elbow in Brown's book also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.<sup>16</sup>

Writing has been one of language skills that must be taught maximally. In the context of education, the most examination, either they

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<sup>13</sup> Ghaith Ghazi, *Writing*(Beirut: American University Of Beirut,2002)2

<sup>14</sup> David Nunan, *Language Teaching Metodology*,(New York;Prentice Hall,1991)86.

<sup>15</sup> Jeremy, Harmer, *How To Teach English*, (Malaysia: Longman, 2004), 80.

<sup>16</sup> Brown, *Teaching by Principle: An Interctive Approach to Lnguage Pedagogy*(New York: Longman)336.

are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge.<sup>17</sup> Therefore, teacher should give more attention in teaching writing.

### **b. Purpose of Writing**

Writing is very important skill in teaching English. When someone writes, certainly she/he has the purpose in their writing. According to Jerry G. Berald we also have a purpose, a reason to write.<sup>18</sup> In the modern world, written language serve of functions in everyday life, including the following:

1. Primarily for action  
e.g public signs, products label, letters, post cards etc.
2. Primarily for information  
e. g newspapers, megazines, textbooks, non-fiction books, etc.
3. Primarily for entertainment  
e. g fiction books, poetry, drama, film subtitles,etc.<sup>19</sup>

### **c. Writing Assessment**

According to Mary K. Ruetten, there are three characteristics of a well writing. They are unity, coherence, and cohesion.the clearly explanation as fellow:

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<sup>17</sup> Ibid, 3.

<sup>18</sup> Jerry G. Gebhard, *Teaching English as a Foreign or Second language*,(The University of Michigan Press)222

<sup>19</sup> David Nunan, *Language Teaching Methodology*.....84.

### 1. Unity

It means that all the sentence refer to the main idea, or the topic sentence of paragraph. The supporting sentence which support to the main idea should be interrelated and relevant to the topic sentence.<sup>20</sup>

### 2. Coherence

In a coherent paragraph, the ideas are arranged logically. The ideas and sentences are in an order that makes sense of the reader. If the ideas are logically arranged, the reader can easily follow the progression of idea.

### 3. Cohesion

The reader will be able to follow a paragraph easily if the paragraph flows smoothly. This means that one sentence leads easily into the next sentence, the sentence are well connected. There are number af ways to increase the smooth flow of paragraph. The method of cohesion are: repletion of ideas, pronoun cobsistency, and connecting word.<sup>21</sup>

### **d. Components of Writing**

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to

<sup>20</sup> Dolar Yuwono, *Writing 1*,(Yogyakarta; Pustaka Felicha, 2015)121.

<sup>21</sup> Jack C. Richard, Willy A. Renandya, *Methodology in Language Teaching*,(Cambridge: University Press,2002),315.

group the many and varied skills necessary for writing good prose into five general components, they are:

1. Language use; the ability to write correct and appropriate sentences.
2. Mechanical skills; the ability to use correctly those conventions peculiar to the written language.
3. Treatment of content; the ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Stylistic skills; the ability to manipulate sentence and paragraphs, and the use language effectively.
5. Judgment skills; the ability to write in a particular manner, to select, organize and order relevant information.<sup>22</sup> writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.<sup>23</sup>

#### **e. Process of Writing**

Writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is process, not a product.<sup>24</sup> The writing process may

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<sup>22</sup>J.B. Heaton, *Writing English Language Test*(London And New York: Longman,2000)135

<sup>23</sup> Ghaith Ghazi, *Writing*(Beirut: American University Of Beirut,2002)2,.

<sup>24</sup> Ann Hogue, *The Essentials Of English A Writers Handbook*(United States Of America: Pearson Education,2003),225.

divide into some stage. There are rewriting, planning, writing and revising draft, and writing the final copy to hand it.

1. Prewriting, you're ready to start writing. Prewriting, which is activities to help you generate ideas for your writing assignment.<sup>25</sup> prewriting is everything you need to do before you sit down to start your rough draft.
2. Planning, while you are criticizing and selecting the material your paper is to present, you are thinking about the order in which the various points should probably stand.<sup>26</sup> think of this stage as a free writing exercise just with more direction.
3. Writing and revising draft, the writing should be free from worry, perhaps even a pleasure. Most of papers that a person is talking seriously need to be written out in a first draft and then revised and written over. In revising, the writer takes the point of view of a reader or critic as far as he can and looks at his work to see how it will read or, if it is a speech, how it will sound. This means getting for material, for plan, and for style and the mechanic of writing.
4. Writing the final copy to hand it, now you are ready to write the final copy to hand it. Be sure that you make all the corrections that you noted on

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<sup>25</sup> Oshima, Alice, *Hague Ann, Writing Academic English*, Third Edition, (Addison Wesley Longman, 1999) 3

<sup>26</sup> Parrin, Peter G, *Writer's Guide And Index To English*, (Scott, Foresman & Co, University of Washington, Chicago, Atlanta, Dallas, New York, 1942) 297.

your second draft. After reading the final copy, don't be surprised if you decide to make a few minor or even major changes, remember that writing is continuous process of writing and rewriting until you are satisfied with the final product.<sup>27</sup>

## 2. Teaching Writing

In this sub chapter the researcher wants to explain some theories about writing which are relevant to problem.

### a. Definition of Teaching Writing

The most important reason for teaching writing is a basic language just as important as speaking, listening and reading. Through writing, English language learners are able to convey message to the readers across places and time using a written form from EFL.

Concern with the teaching of writing goes back thousands of years. However, up until the early twentieth century, writing instruction was based on somewhat rigid set of assumption: good writing was done from a setoff rules and principles, the teacher's duty was to relate these rule, and students then wrote in response to selected written texts, following the rules of good writing. A student essay was the graded for its grammatical accuracy and correct organization as well as content.<sup>28</sup>

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<sup>27</sup> Life Reach Publishing, <https://www.liferichpublishing.com/authorresources/general/5-Step-Writing-Process.aspx>, Accessed January 2 2018.

<sup>28</sup> David, Nunan , *Principle English Language Teaching*( New York: McGraw Hill,2003),89.

The purpose of writing, in principle in the expression of ideas, to convey a message

In teaching English especially writing, teacher should has roles as follows:

a. Motivator

In teaching writing teacher should be the motivator for students by creating the right condition for generation ideas, persuading students of the usefulness of the activity and encouraging students to make as much effort as possible for maximum benefit. By being motivator for students, students will be more motivate in learning writing

b. Resource

Teacher should be resource for students. It means that teacher should be ready to supply information and language where necessary. Teacher needs to tell students that they are available and be prepared to look at students' work as it progresses, offering advice and suggestions in constructive and tactful way.

The Important of Teaching Writing Jeremy Harmer said that there are four reasns for teaching writing to students of English as foreign language:

### 1. Reinforcement

Some students acquire languages in a purely oral or aural way, but most of us benefit greatly from seeing the language written down. Students often find it useful to write sentence using new language shortly after they have studied it.

### 2. Development

The actual process of language helps learners to learn as they go a long. The mental activity we have to go through in order to construct proper written texts is all part of the on going learning experience.

### 3. Learning Style

Writing is appropriate for learners who take longer time at picking up language just by looking and listening. It can also be quite reflective activity instead of the rush and brother of interpersonal face to face communication

### 4. Writing Skill

Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know to write letters, how to reply advertisement etc. They also need to know some of writing's special conventins such as punctuation, paragraph construction etc.



On the teaching of writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of learning process of writing skill can be measured through an evaluation activity. According to Brown, the categories for evaluating writing are:

a. Content

It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts and opinions.

b. Organization

It includes the effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.

c. Discourse

It includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conversations, reference, fluency. Economy, and variation.

d. Vocabulary

It is the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style

e. Mechanics

It includes spelling, punctuation, and citation of references. Neatness and appearance.

Writing assessment is often conducted as part of district or statewide accountability assessment programs for all students.

#### **f. The type of Writing**

According to Brown, types of writing performance are four. They are based on levels and assessment, these are:

##### 1) Imitative

It is to produce written language, the learner has to attain skill in the fundamental, basic tasks of writing letter, words, punctuation, and very brief sentences. It can be categorized in first level. Tasks can be used in this level are letter, words, simple sentences (copy paste)

##### 2) Intensive

It is the second level and the meaning and context are of some importance in determining correctness and appropriates, but most assessment tasks are more concerned with focused on form, are rather strictly controlled by the test design. Tasks that are used are dictation & dicto-comp, grammatical transformation task.

##### 3) Responsive

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into paragraph and creating connected sequence of two or three paragraph. The tasks are paraphrase, guided question and answer.

#### 4) Extensive

Writing implies successful management of all the processes and strategies in purpose. It is focused on achieving purpose, developing and organizing ideas logically, also grammatical form is limited to occasional editing or proofreading of a draft. The tasks are paragraph construction task, strategic option, essay paper, thesis.<sup>29</sup>

### 3. Estafet Writing

In this sub chapter the researcher wants to explain some theories about writing which are relevant to problem.

#### a. Definition of Estafet Writing

According to Syathariah, 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”.<sup>30</sup> Estafet writing is a technique in teaching writing where the students will learn writing in a group and the students also have a chance to improve their writing ability individually.<sup>31</sup> Estafet writing also gives a chance for all group members to revise their work.

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<sup>29</sup> H. Douglas Brown, *Language Assessment Principles And Classroom Practice*, (New York: Longman, 2004), 220.

<sup>30</sup> Sitti Syathariah, *Estafet Writing ( Menulis Berantai) Solusi Dalam Menulis Cerpen Bagi Siswa Sma/Ma*, (Yogyakarta: Leutika Prio Press, 2011), 41.

<sup>31</sup> Ibid, 42.

This strategy is a strategy of learning that involves students actively learn together, in group or individually. Learning activities writing using estafet writing strategy can produce a product, in the form of a simple essay writing. The product composition is the work together, because the results of descriptive essay are from together activities.

#### **b. Steps of Estafet Writing**

According to Syathariah steps of estafet writing learning technique as follow:

- 1) Teacher asks the students to make groups 5-6 students.
- 2) After that, the teacher asks the students make an opening sentence.
- 3) After the students make an opening sentence, the students become the first person. Then on the first count, the teacher gives the order to raise the height of holdings learners respectively, on the second count the teacher tells the students handed over to a friend of this book to her/his right.
- 4) These students become the second person to be continuing his/her essay by adding a further sentence. Learners are required to see the previous sentence to continue the next essay.

- 5) After the second students finish, the teacher asks the student to count again to the next students in the right, so it goes clockwise, until the time is up.
- 6) After the time is up, exercise book should be returned to the owners. Owners of the book read the result of essay and mark the incorrect sentence.
- 7) Teacher asks one students to write the essay result on the board.
- 8) Teacher and the students correct the incorrect sentence together.<sup>32</sup>

**c. Advantages in Estafet Writing**

According to Rosyid, the method of relaying writing the advantages of this method of relay writing involves learners to learn in a way together, but not in groups. Writing activities using this method of learning to make learners actively develop their imagination, and directly produce a product of descriptive texts. Can be concluded, the use of learning method of writing relay has the following advantages.

1. Students make learners and enthusiastic in learning.
2. Students make the learning atmosphere more fun.
3. Learners can be more careful in implementing learning.
4. Studying groups in relay writing methods can motivate students who cannot be able, lazy children become diligent, and children who play in learning more seriously again.

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<sup>32</sup> Ibid, 42.

5. Learners can learn to appreciate the success of others and accept defeat gracefully.<sup>33</sup>

According to Rosyid, learning uses this method of writing relay students to write the imaginative lines in their exercise book (at least one paragraph) with limited time. At the end of the learning will create dozens of old paragraph but the end result impressed haste and learning atmosphere becomes rowdy. It can be concluded that the use of learning method of writing aesthetic has the following deficiencies.

- a. Time is limited in applying the method of writing relay in learning.
- b. Learners rush in the application of the method of writing relay.
- c. Learning atmosphere tends to be noisy because of the learner's activity.<sup>34</sup>

### C. Theoretical Framework

Estafet writing strategy assumed as an effective strategy in teaching writing activity. It is design to get students' esily in writing to the eighth students of MTs Ma'arif Munggung. This strategy can effectively increase the students' write because this trategy helps students active their prior knoledge while write the story.

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<sup>33</sup> <https://bagawanabiyasa.wordpress.com/2016/08/29/metode-estafet-writing/access> 20  
february 2018 13.00

<sup>34</sup> Ibid,

#### D. Hypothesis

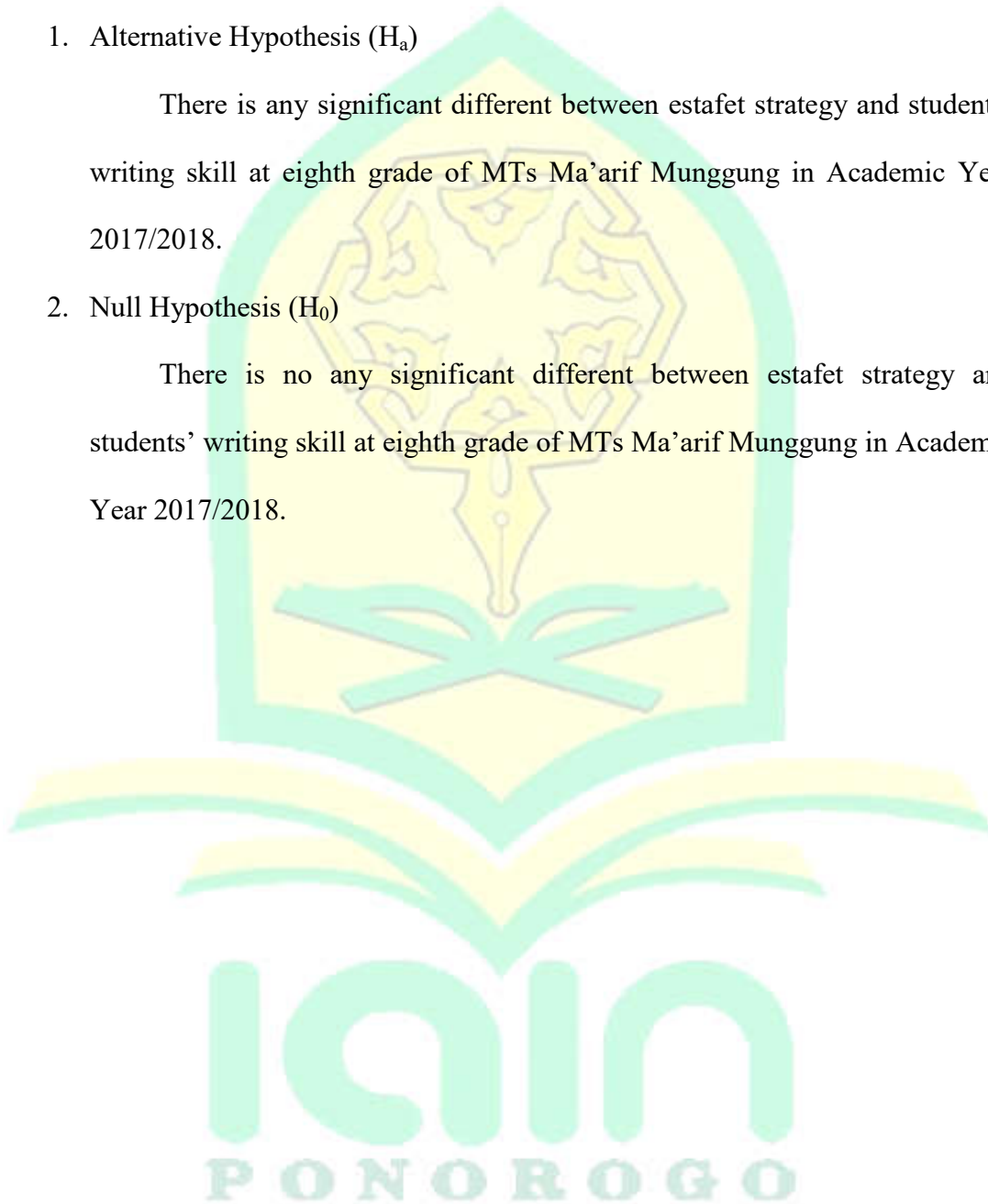
In this study we use two hypothesis. They are:

1. Alternative Hypothesis ( $H_a$ )

There is any significant different between estafet strategy and students' writing skill at eighth grade of MTs Ma'arif Munggun in Academic Year 2017/2018.

2. Null Hypothesis ( $H_0$ )

There is no any significant different between estafet strategy and students' writing skill at eighth grade of MTs Ma'arif Munggun in Academic Year 2017/2018.



## CHAPTER III

### RESEARCH METHOD

In this chapter will be present the research method used in this study. The research method covers a set of research activities conducted by researcher. It involves approach and research design, population, sample, data collection instrument, technique of data collection and technique of data analysis.

#### **A. Research Design**

The research design in this study is quasi experiment. When individuals are not randomly assigned, the procedure is called a quasi experiment.<sup>35</sup> a quasi experiment is the investigator uses control and experimental groups but does not randomly assign participants to groups.<sup>36</sup>

There are three kinds of quasi experiment: control group interrupted time series design, single group interrupted time series design and nonequivalent(pre test and post test) control group design.<sup>37</sup> Then, this study used quasi experiment nonequivalent(pre test and post test) control group design. It meant that there is researcher chosen two classes. One class the students were taught by estafet strategy, this class give treatment, and one class the students who are not taught by estafet strategy. The subject was given writing pre test and post test to know

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<sup>35</sup> John W. Creswell, *Research Design Qualitative, Quantitative and mixed Method Approach*(USA:SAGE Publication, 2009)155.

<sup>36</sup>John W. Creswell, *Research Design Qualitative, Quantitative and mixed Method Approach* , 159

<sup>37</sup> John W. Creswell, *Research Design Qualitative, Quantitative and mixed Method Approach* 161.



their achievement between the students who are taught by estafet strategy and the students are not taught by estafet strategy. The result of the students who are taught by estafet strategy achievement is compared to the students who are not taught estafet strategy.

## B. Population And Sample

### 1. Population

“Population was all numbers of the research subject”.<sup>38</sup> Based on the statement, this research took the eighth grade students of MTs Ma’arif Mungging in academic year 2017/2018 as the population. The total number of population was 50 students take from 2 classes of eighth grade students. They were 25 students of A class, and 25 students of B class.

### 2. Sample

According to Suharsimi Arikunto, sample is part of population which researched, if the subject is less than 100, it better taken by all and it is research of population. But, if the subject very great, it can take between 10-15% or 20-25% or more.<sup>39</sup> From the population is less than 100 students, the writer takes all of students at eight grade MTs Ma’arif Mungging in academic year 2017/2018.

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<sup>38</sup>Suharsimi Arikunto, *Prosedur penelitian suatu pendekatan praktik*, (Yogyakarta: Rineka Cipta, 2002), 108.

<sup>39</sup>Suharsimi Arikunto, *Prosedur penelitian suatu pendekatan npraktik*, 134

The sampling technique in this research, researcher applies sampling technique at the sampling technique. Those, technique sampling applied whether the respondent is small.

There are two classes used in this research, one class for the experimental and another one for control class which has criteria, that is the students have same capabilities in writing skill. This can be seen from the score being told to the researcher. The clusters in this research are VIII A class which consists of 20 students for experimental group and VIII B which consists of 20 students for control group at eight grade of MTs Ma'arif Mungging in Academic year 2017/2018. (forther infer of this scrol see appendix 1)

## **C. Data Collection Technique And Instrumentation**

### **1. Technique**

In this research, the data are taken from the test of students writing skill. The test will be apply in behind.<sup>40</sup> From the test we can know the difference between the students' who are taught by estafet strategy and the students' are not taught by estafet strategy.

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<sup>40</sup> See appendix 2.

## 2. Instrument

A test, in simple term, is a method of measuring a person's ability knowledge, or performance in given domain. Let's look at the components of this definition. A test is first a method. It is an instrument a set of techniques, procedures, or items that requires performance on the part of the test taker. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing prompt with a scoring rubric; an oral interview based on question scrip and a checklist of expected responses to be filled in by the administrator.

Second, a test must measure. Some test measure general ability, while others focus on very specific competencies or objectives. A multi-skill proficiency test determines a general ability; a quiz on recognizing correct use of definite articles measure specific knowledge. The way the results or measurements are communicated may vary.<sup>41</sup>

A test is valid if the test exactly can measure what will be measured.<sup>42</sup> validity always refers to the degree to which that evidence supports the inferences that are made from the score. Validity must consider to the test content and method, how test takers perform.

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<sup>41</sup> H. Douglas Brown, *Language Assessment Principles And Classroom Practices*,(San Francisco:Longman,2003),3.

<sup>42</sup>Neil J Salkind, *Exploring Research "Sixth Edition"*,(United States Of America: Pearson Prentice Hall,2006),113.

The test is reliable or can be trusted if it can give the constant if the test is tested in many times.<sup>43</sup> Reliability consists of estimating the amount of variation in language test scores that is due to measurement error. This estimation focuses on the effects of test method facets and random factors as sources of unreliability in test score.<sup>44</sup> If the scores are reliable, it means that performance on the test is effected primarily by factors other than measurement error. Craig A. Mertler and C. M Charles said that a valid test is always reliable, but a reliable test is not necessarily valid.<sup>45</sup>

In this research the researcher takes test techniques to know how the ability of students in vocabulary mastery. Analytic scoring is the best technique to serve classroom evaluation of learning.

The first step was deciding rating scale. Rating scale made teacher easier to give score to the students' work. Rating scale also can be used as guidance in scoring to decrease subjectivity from the corrector. The researcher used Analytic Scoring as the guidance in scoring students' writing.

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<sup>43</sup>Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta:Pt. Bumi Aksara,2010),57.

<sup>44</sup>Nail J Salkind, *Exploring Research "Sixth Edition"*,151.

<sup>45</sup>Craig A. Mertler ,And C.M Charles, *Introduction To Educational Research*,(Usa: Pearson Education, Inc,2005),151.

**Table 3.1 Analytic Scoring Scale<sup>46</sup>**

	<b>20-18 Excellent to good</b>	<b>17-15 Good to adequate</b>	<b>14-12 Adequate to fair</b>	<b>11-6 Unacceptable-not</b>	<b>5-1 College-level work</b>
Organization: introduction, body, and conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body: traslational expressions used: arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and completed.	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but translational expressions may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas' lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas: conten	Essay addres the assigned topic; the ideas are concrete and thoroughly developed; not extraneous material essayreflect thought.	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided	Ideas incomplete; essay does not reflect careful thinking ar was hurrirdly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent affort to consider the topic carefully

<sup>46</sup> H. Douglas Brown, *Language Assessment Prenciples And Classroom Practices* 244-145

			exactly right		
Grammar	Native-like fluency in English grammar; correct use of relative clauses, preposition, model, articles, verbal form and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragment or run-on sentence	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentence or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Several grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
Punctuation, spelling, and mechanics	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conversation or punctuation; occasional spelling errors; left margin correct; papers is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English conventions; paper illegible; obvious capitals missing, on margins, severe spelling problems
Style and quality of expression	Precise vocabulary use; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register ok; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

Before the tests were used the instrument test had to be done on the test to see whether the instrument met the requirement of validity and reability.

### 1. Validity

Valid means corect. According to Muhamad Adnan Latief, score obtained from a test of critical thinking are valid if they respresent ability to think critically, as distinct from knowledge of vocabulary or reading skill. It is mean that the correctness of the assessment is called validity.<sup>47</sup>for example when we want to assess students writing skill, but we use an assessment instrument that gives paper and pencil task, the result of assessment might not be the valid representation of students' writing skill.

So, no matter how good an assessment instrument is, it can never become a valid instrument, since it always depends on what purpose the instrument is used. Validity can be devided into four types, namely content validity, construct validity, predictive validity, and concurrent validity. To test the validity of the instrument in this research, researcher used a type of construct validity. Construct validity evidence comes from the assessment instrument used. An assessment instrument is always designed to measure specific knowledge or skill of a group of people. The

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<sup>47</sup> Muhammad Adnan Latif, *Research Methods On Language Learning, An Introduction*,(Malang:Um Press,2014)223-224.

construct defined will lead to what task the instrument requires students to do. In this study, the writer counted the validity of writing instrument.

The formula:

$$R_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

Note:

$r_{xy}$  = Digit of index product moment

$\sum xy$  = the total of result multiplication between score X and Y.

N = Total of respondent

$\sum x$  = the total score X.

$\sum y$  = the total score Y.<sup>48</sup>

With df or db is n-r, 19-2 = 17 in 5% significant the r index is 0,456.<sup>49</sup> When the index of rxy is below the r index it could be concluded that the items were not valid instruments. Thus, the item said to be valid instruments if the coefficient of correlation (rxy) is more than 0,456.

To measure the validity of instruments of research, the researcher put the total sample 19 respondent in students class VII U.<sup>50</sup> The researcher gave question for this class, with the writing scoring rubric organization, content, grammar, punctuation, and style. And the researcher

<sup>48</sup> Andhita Dessy Wulansari, M.Si, Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan spss(ponorogo: STAIN po PRESS,2012)84.

<sup>49</sup> See apendix 6.

<sup>50</sup> See appendix 3



calculate the validity test from five scoring rubric writing. From of result the test validity instrument, and all scoring rubrics are valid.<sup>51</sup>

From the result calculation item validity instrument, could be conclude in table as follow:

**Table 3.2 Table the result of validity calculation**

Item	r calculated	r index	Note
Organization	0,592	0,456	Valid
Content	0,578	0,456	Valid
Grammar	0,592	0,456	Valid
Punctuation	0,578	0,456	Valid
Style	0,570	0,456	Valid

## 2. Reability

Reability is necessary characteristic of any good test: for it to be valid at all, a test must be reliable as a measuring instrument. Reability is of primary importance in the use of both public achivement and proficiency test and classroom test.<sup>52</sup>

Reability test is intended to test the degree of regularity by using Spearman Brown prophecy formula. The test is usually split on the basic of odd- and even- numbered item. The odd numbered and the even numbered item are scored separately as taught they were two different

<sup>51</sup> See appendix 4.

<sup>52</sup> Heaton.J.B(John Brian), *Writing English Language Test*,New Edition,Longman,New York,United State Of America,1988),212.

forms. A correlation coefficient is then calculated from the two sets of scores. This coefficient gives the reability for either the odd- numbered items or the even-numbered items-either half, but just half of the test. The applicable formula is:

$$R_{xx} = \frac{(n)r}{(n-1)r+1}$$

$R_{xx}$  = Full-test reability

$r$  = correlation between two test halves

$N$  = number of times the test leght is to be increase.

Reability of the result of the above calculation was the value of the variable instrument reability students' of VII U class is 0,627. And the test is reliable because the index of reliability test is 0,627. It is higher than  $r$  index that showed 0,456.

#### **D. Technique Of Data Analysis**

After collecting dat, the researcher uses T-test to analyze the data this research is used to compare the result of post test the experiment class and control class.

Before the researcher use T- test, the researcher applied assumption test, namely normality and homogeneity test.

1. Normality test using Kolmogorov-smirnow test. Each of the two populations being compared must follow a normal distribution. The steps of analyzing normality test as follows:

a. Formulated Hypothesis

Ho : the data were not normality distributed

Ha : the data were normality distributed

b. Calculate the average(mean) and Standard of Deviation to create a table

$$Mx = \frac{\sum fx}{n}$$

$$SDx' = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

c. Calculating the value of fkb

d. Calculating each frequency divided by the number of data (f/n)

e. Calculating each fkb divided by the number of data (fkb/n)

f. Calculated the value of Z by the formula X is the original value of data and  $\mu$  is the population mean can be estimated using the average of the sample or the mean while  $\sigma$  was the standard deviation of sample values. Z value would be concluded each value after sorted smallest largest.

$$Z = \frac{x - \mu}{\sigma} \text{ or } Z = \frac{x - Mx}{SDx}$$

g. Calculate  $p \leq Z$

h. For a2 value obtained from the difference between columns 5 and 7 (fkb/n and  $p \leq Z$ )

- i. For a1 values obtained from the difference between columns 4 and 8(f/n and a2)
- j. Comparing the highest number a1 with Kolmogrove- Smirnov table
- k. Test the Hypothesis
  1. If a1 maximum  $\leq$  Kolmogrove –Smirnov table receive Ha and data is norma distribution.<sup>53</sup>
2. Homogeneity test using Herley test. Homogeneity test is the variance ratio test between two groups or more.<sup>54</sup>this can be tested by Herley test.

$$F(\max) = \frac{\text{var max}}{\text{var min}} = \frac{SD^2 \max}{SD^2 \min}$$

The steps of analyzing homogeneity test as follows:

- a. Make a frequency distribution table
- b. Calculated SD formula

$$SD_x = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$SD_y = \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2}$$

- c. Using formula Herley

$$F(\max) = \frac{\text{var max}}{\text{var min}} = \frac{SD^2 \max}{SD^2 \min}$$

- d. Comparing F(max) result calculated with F(max) table, with db = (n-1;k)

<sup>53</sup> Retno Widyanigum, *Statistika*, Edisi Revisi,(Yogyakarta:Pustaka Felicha,2013)204.

<sup>54</sup>Retno Widyanigum, *Statistika*,212.

### 3. Analyzing data using T test

The technique of data analysis in this research is T-test is used to determine whether the means of two group are statically different from one another. T-test it can be used to determine if two tests of data are significantly different from each other.

This is identify the effectiveness of estafet strategy in teaching writing.

The formula of t- test to analyze the data is a follows:

$$T_o = \frac{M1 - M2}{SEm1 - m2}$$

Notes:

To = t- test

M1 = mean of variable x

M2 = mean of variable y

SEm1-m2 = standard error between the mean of variable I and variable II.<sup>55</sup>

The steps to conduct t-test are as follows:

- a. Count mean of variable I and II

$$Mx = Mx + t\left(\frac{\sum f_{xt}}{n_x}\right) \quad My = My + t\left(\frac{\sum f_{yt}}{n_y}\right)$$

- b. Count standard deviation of variable I and II

$$SDx = \sqrt{\frac{\sum f(x^2)}{n} - \left(\frac{\sum f_{xt}}{n}\right)^2} \quad SDy = \sqrt{\frac{\sum f(y^2)}{n} - \left(\frac{\sum f_{yt}}{n}\right)^2}$$

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<sup>55</sup>Retno Widyanigrum, *Statistika*, 152.

- c. Count mean error standard of variable I and II

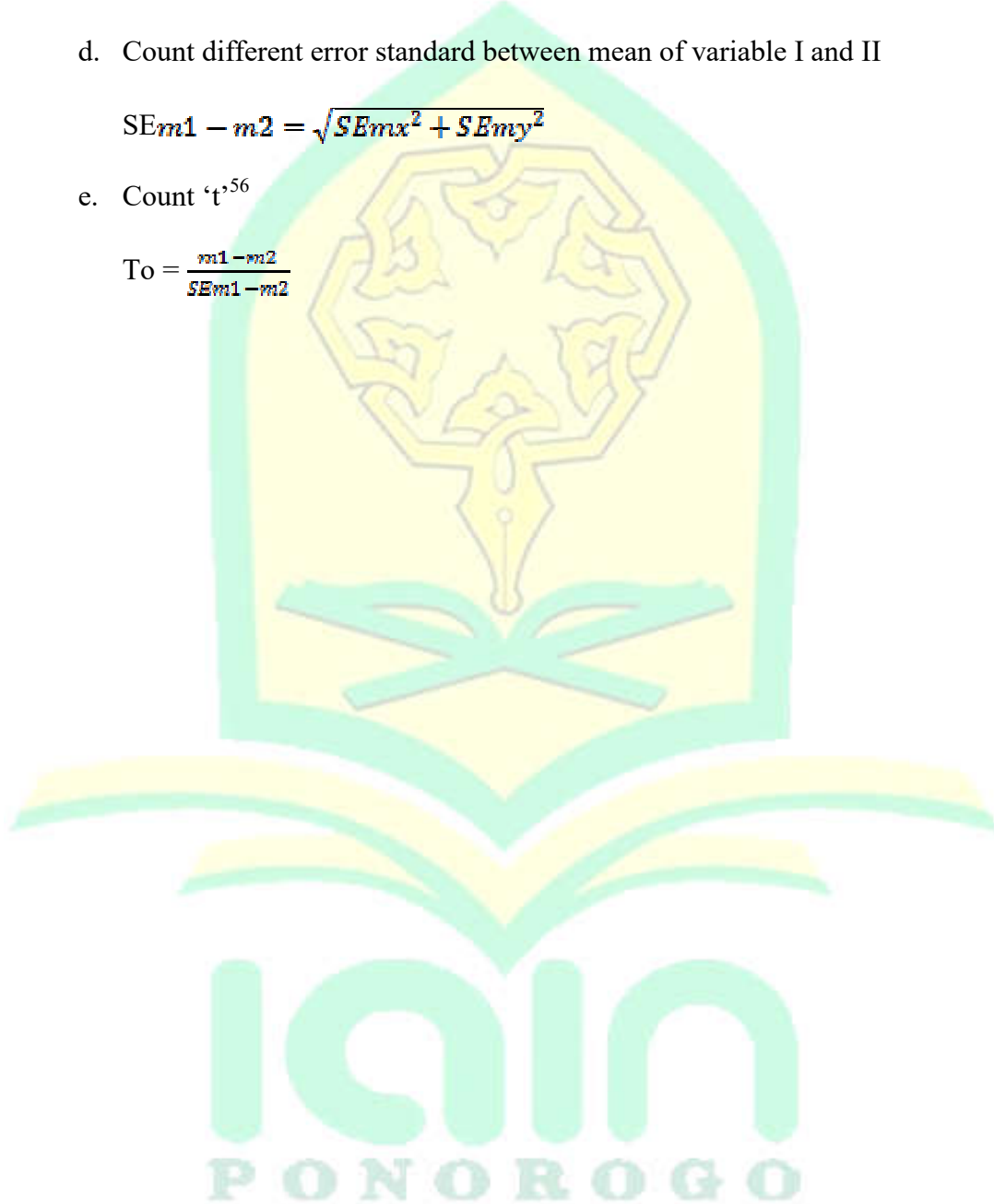
$$SE_{mx} = \frac{SD_x}{\sqrt{m_x - 1}} \quad SE_{my} = \frac{SD_y}{\sqrt{m_y - 1}}$$

- d. Count different error standard between mean of variable I and II

$$SE_{m1 - m2} = \sqrt{SE_{mx}^2 + SE_{my}^2}$$

- e. Count 't'<sup>56</sup>

$$T_o = \frac{m1 - m2}{SE_{m1 - m2}}$$



<sup>56</sup> Retno Widyanigrum, *Statistika*, 172.

## CHAPTER IV

### RESEARCH RESULT

In this chapter, the researcher discusses specific findings based on statement of the problem. The result of the researcher is taken from the result of the students test at MTs Ma'arif Munggun.

#### **A. Data Description**

The population was use in this research was the eight grade of MTs Maarif Munggun in academic year 2017/2018. The researcher took students of VIII A as experiment group consist of 25 students, and students of VIII B as control group, it also consis of 25 students. This is the result of students pre test and post test in experimen and control group.

#### **1. The result of students experimental group (8A)**

##### **a. The result of students' Pre test in experiment group**

The pre test of the students in experimental group which using estafet strategy was varieties. There were,9 students got 70, 3 students got 70, 4 students got 76, 2 students got 77, 2students got 78, 3 students got 79, and 2 students got 80.<sup>57</sup> So that, can be conclude that the pre test of the students which using estafet strategy was moderate.

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<sup>57</sup> See appendix 4.

**b. The result of students' post test in experimental group (8A)**

The pre test of the students in experimental group which using estafet strategy was varieties. There were,3 students got 80, 3 students got 81,3 students got 82, 4 students got 84, 4 students got 86,3 students got 87, 3 students got 88,1 student got 89, and 1 students got 92.<sup>58</sup> So that, can be conclude that the pre test of the students which using estafet strategy was good.

**c. The analysis students' post test of experimental group**

To obtain data, the researcher uses a writing test to 25 students for experimental group and 25 students for control group, to know the students writing skill at aight grade at MTs Ma'arif Mungging academic year 2018/2019. After scoring, then it thought Mx and SDx to determine the students' writing skill is excellent, good, or low category.

Table 4.1  
The computation of students post test in experimental group

X	F	X'	FX'	X' <sup>2</sup>	F(X') <sup>2</sup>
92	1	4	4	16	16
89	1	3	3	9	9
88	3	2	2	4	36
87	3	1	1	1	9
86	4	0	0	0	0
84	4	-1	-4	1	16
82	3	-2	-6	4	36
81	3	-3	-9	9	81
80	3	-4	-12	16	144
	25		-15		347

<sup>58</sup> See appendix 5.



1) Finding average ( mean) of the variable x

$$\begin{aligned} M_x &= m + \left( \frac{\sum f x'}{n} \right)^2 \\ &= 86 + \left( \frac{-15}{25} \right)^2 \\ &= 86 + 0,36 \\ &= 86,36 \end{aligned}$$

2) Finding for sd<sub>x</sub>

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum f(x')^2}{n} - \left( \frac{\sum f x'}{n} \right)^2} \\ &= \sqrt{\frac{347}{25} - \left( \frac{-15}{25} \right)^2} \\ &= \sqrt{13,88 - 0,36} \\ &= \sqrt{13,52} \\ &= 3,677 \end{aligned}$$

From the calculation above, it known that  $M_x = 86,36$  and  $SD_x = 3,677$ . To determine the category of writing skill at MTs Ma'arif Mungung was excellent, good or low category, made grouping category used the standar bellow:

$$\begin{aligned} M_x + 1. SD_x &= 86,36 + 1. 3,677 \\ &= 86,36 + 3,677 \\ &= 90,037 \\ &= 90(\text{raunded}) \end{aligned}$$

$$M_x - 1. SD_x = 86,36 - 1. 3,677$$

$$= 86,36 - 3,677$$

$$= 82,683$$

$$= 82 \text{ (rauded)}$$

It can be see that score over 90 is considered excellent category, while the score less than 82 were as low category and it csore of 82-90 is good category. Thus, in general it can be said that the writing skill of the students post test in experimental group that taught by estafet strategy at the eight grade of MTs Ma'arif mungging is good level.

## **2. The result of students control group (8B)**

### **a. The result of students' pre test in control group (8B)**

The pre test of the students in control group which using estafet strategy was varieties. There were, 7 students got 70, 2 students got 71,3 students got 77,4 students got 76,2 students got 78, 3 students got 79, 2 students got 80,and 2 students got 81.<sup>59</sup> So that, can be conclude that the pre test of the students which using estafet strategy was moderat.

### **b. The result of students' post test in control group (8B)**

The pre test of the students in experimental group which using estafet strategy was varieties. There were,4 students got 70,4 students got 72, 3 students got 73,3 students got 74, 3 students got 75,3 students got 77,

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<sup>59</sup> See apendix 4.

2 students got 78, 2 students got 79, and 1 studenta got 81.<sup>60</sup> So that, can be conclude that the pre test of the students which using estafet strategy was moderate.

**c. The analysis of students post test of control group**

To obtain data, the researcher uses a writing test to 25 students for experimental group and 25 students for control group, to know the students writing skill at aight grade at MTs Ma'arif Mungging academic year 2018/2019. After scoring, then it thought Mx and SDx to determine the students' writing skill is excellent, good, or low category.

Table 4.2  
The computation of students post test in control group

X	F	X'	FX'	X' <sup>2</sup>	F(X') <sup>2</sup>
81	1	+4	4	16	16
79	2	+3	6	9	36
78	2	+2	4	4	16
77	3	+1	3	1	9
75	3	0	0	0	0
74	3	-1	-3	1	9
73	3	-2	-6	4	36
72	4	-3	-12	9	144
70	4	-4	-16	16	256
	25		-20		522

1) Finding average ( mean) of the variable x

<sup>60</sup> See apendix 5.

$$\begin{aligned}
 My &= m + \left( \frac{\sum fx'}{n} \right)^2 \\
 &= 75 + \left( \frac{-20}{25} \right)^2 \\
 &= 75 + 0,64 \\
 &= 75,64
 \end{aligned}$$

2) Finding for sdx

$$\begin{aligned}
 SDy &= \sqrt{\frac{\sum f(x')^2}{n} - \left( \frac{\sum fx'}{n} \right)^2} \\
 &= \sqrt{\frac{522}{25} - \left( \frac{-20}{25} \right)^2} \\
 &= \sqrt{20,88 - 0,64} \\
 &= \sqrt{20,24} \\
 &= 4,499
 \end{aligned}$$

From the calculation above, it known that  $Mx = 75,64$  and  $SDx = 4,499$ . To determine the category of writing skill at MTs Ma'arif Mungging was excellent, good or low category, made grouping category used the standar bellow:

$$\begin{aligned}
 My + 1. SDy &= 75,64 + 1. 4,499 \\
 &= 75,64 + 4,499 \\
 &= 80,139 \\
 &= 80(\text{raunded})
 \end{aligned}$$

$$\begin{aligned}
 My - 1. SDy &= 75,64 - 1. 4,499 \\
 &= 75,64 - 4,499
 \end{aligned}$$

$$=71,141$$

$$= 71 \text{ (rauded)}$$

It can be see that score over 80 is considered excellent category, while the score less than 71 were as low category and it csore of 71-80 is good category. Thus, in general it can be said that the writing skill of the students post test in experimental group that taught by estafet strategy at the eight grade of MTs Ma'arif mungging is low level.

## B. Analysis Data

### 1. Normality

Normality test was conducted to know whether the data distribution or not. For this test, it would be proposed by the hypothesis as follow:

Ha : the data was not normal distribution

Ho : the data was normal distribution

Table 4.3  
Normality of data and calculation of the students post test  
in experimental group

<b>X</b>	<b>F</b>	<b>FX</b>	<b>X<sup>2</sup></b>	<b>FX<sup>2</sup></b>
92	1	92	8464	8464
89	1	89	7921	7921
88	3	264	7744	69696
87	3	261	7569	68121
86	4	344	7396	118336
84	4	336	7056	112896
82	3	246	6724	60516
81	3	243	6561	59049
80	3	240	3600	57600

<b>X</b>	<b>F</b>	<b>FX</b>	<b>X<sup>2</sup></b>	<b>FX<sup>2</sup></b>
	25	2115	63035	562599

Calculate the average:

$$\begin{aligned} Mx &= \frac{\sum fx}{n} \\ &= \frac{2115}{25} = 84,6 \end{aligned}$$

Calculate the deviation standard:

$$\begin{aligned} SDx &= \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\ &= \sqrt{\frac{562599}{25} - \left(\frac{2115}{25}\right)^2} \\ &= \sqrt{22503,96 - (84,6)^2} \\ &= \sqrt{22503,96 - 7157,16} \\ &= \sqrt{15346,8} \\ &= 123,88 \end{aligned}$$

Table 4.4  
The Result of Normality Test for Experimental Group

X	F	FKB	F/N	FKB/N	Z	P≤Z	A1	A2
1	2	3	4	5	6	7	8	9
92	1	25	0,04	1	0,06	0,525	0,475	-0,435
89	1	24	0,04	0,96	0,04	0,516	0,444	-0,404
88	3	23	0,12	0,92	0,03	0,512	0,408	-0,288
87	3	20	0,12	0,8	0,02	0,508	0,292	-0,172
86	4	17	0,16	0,68	0,01	0,504	0,176	-0,016
84	4	13	0,16	0,52	-0,00	0,500	0,02	0,14
82	3	9	0,12	0,35	-0,02	0,492	-0,142	0,022
81	3	6	0,12	0,24	-0,03	0,488	-0,248	0,128
80	3	3	0,12	0,12	-0,04	0,484	-0,364	0,244

D (0,05;25) from index 0,27<sup>61</sup>

0,14 ≤ 0,27

Ha was accepted if  $a1 \max \leq D_{index}$ , so the decision was to accept Ha, which meant the data was normality distribution.

Table 4.5  
Normality of data and calculation of the students post test  
in control group

X	F	FX	X <sup>2</sup>	FX <sup>2</sup>
81	1	81	6561	6561
79	2	158	6241	24964
78	2	156	6084	2436
77	3	231	5929	53361
75	3	225	5625	50625
74	3	222	5476	49284
73	3	219	5329	47961
72	4	288	5184	82944
70	4	280	4900	78400
	25	1860	51329	396536

<sup>61</sup> See appendix 9.

Calculate the average:

$$\begin{aligned} Mx &= \frac{\sum fx}{n} \\ &= \frac{1860}{25} = 74,4 \end{aligned}$$

Calculate the deviation standard:

$$\begin{aligned} SDx &= \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\ &= \sqrt{\frac{418436}{25} - \left(\frac{1860}{25}\right)^2} \\ &= \sqrt{16737,44 - (74,4)^2} \\ &= \sqrt{16737,44 - 5535,36} \\ &= \sqrt{11202,08} \\ &= 105,82 \end{aligned}$$

Table 4.6  
The Result of Normality Test for control Group

X	F	FKB	F/N	FKB/N	Z	P≤Z	A1	A2
1	2	3	4	5	6	7	8	9
81	1	25	0,04	1	0,06	0,525	0,475	-0,435
79	2	24	0,08	0,96	0,04	0,516	0,444	-0,364
78	2	22	0,08	0,88	0,03	0,512	0,368	-0,288
77	3	20	0,12	0,8	0,02	0,508	0,292	-0,172
75	3	17	0,12	0,68	0,00	0,5	0,18	-0,06
74	3	14	0,12	0,56	-0,00	0,500	0,06	0,06
73	3	11	0,12	0,44	-0,01	0,496	-0,056	0,064
72	4	8	0,16	0,32	-0,02	0,492	-0,172	0,012
70	4	4	0,16	0,16	-0,04	0,484	-0,324	<b>0,128</b>



$D(0,05;25)$  from index 0,27<sup>62</sup>

$$0,128 \leq 0,27$$

$H_a$  was accepted if  $a1 \max \leq D$  index, so the decision was to accept  $H_a$ , which meant the data was normality distribution.

## 2. Homogeneity

Homogeneity test is the variance ratio test between two group or more.

This can be tested Harley test.

$$F(\max) = \frac{\text{var max}}{\text{var min}} = \frac{SD^2 \max}{SD^2 \min}$$

$$\begin{aligned} F(\max) &= \frac{\text{var max}}{\text{var min}} = \frac{123,88^2}{105,82^2} \\ &= \frac{15346,25}{11197,87} \\ &= 1,370 \end{aligned}$$

$$D_b = n-1 ; k$$

$$D_b = 25 - 1 ; 2$$

$$= 24 ; 2$$

F max index is 1,370<sup>63</sup>. F max is  $\leq$  f max index receive  $H_o$  and data is homogeny.

<sup>62</sup> See appendix 9.

<sup>63</sup> See appendix 10.

### 3. Testing hypothesis T test

From the description above the researcher would to compare the main score between the students taught by estafet strategy (x), and the student who didn't taught by estafet writing (y), by the following step:

- a. Count mean of variable I and II

$$\begin{aligned} M_x &= m + \left( \frac{\sum f x'}{n} \right)^2 \\ &= 86 + \left( \frac{-15}{25} \right)^2 \\ &= 86 + 0,36 \\ &= 86,36 \end{aligned}$$

$$\begin{aligned} M_y &= m + \left( \frac{\sum f x'}{n} \right)^2 \\ &= 75 + \left( \frac{-20}{25} \right)^2 \\ &= 75 + 0,64 \\ &= 75,64 \end{aligned}$$

- b. Count standard deviation of variable I and II

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum f(x')^2}{n} - \left( \frac{\sum f x'}{n} \right)^2} \\ &= \sqrt{\frac{347}{25} - \left( \frac{-15}{25} \right)^2} \\ &= \sqrt{13,88 - 0,36} \\ &= \sqrt{13,52} \\ &= 3,677 \end{aligned}$$

$$\begin{aligned}
 SD_y &= \sqrt{\frac{\sum f(x_i)^2}{n} - \left(\frac{\sum f x_i'}{n}\right)^2} \\
 &= \sqrt{\frac{522}{25} - \left(\frac{-20}{25}\right)^2} \\
 &= \sqrt{20,88 - 0,64} \\
 &= \sqrt{20,24} \\
 &= 4,499
 \end{aligned}$$

c. Count mean error standard of variable I and II

$$\begin{aligned}
 SE_{mx} &= \frac{SD_x}{\sqrt{nx-1}} \\
 &= \frac{3,677}{\sqrt{25-1}} \\
 &= \frac{3,677}{\sqrt{24}} \\
 &= \frac{3,677}{4,899} \\
 &= 0,750561339
 \end{aligned}$$

$$\begin{aligned}
 SE_{my} &= \frac{SD_y}{\sqrt{ny-1}} \\
 &= \frac{4,499}{\sqrt{25-1}} \\
 &= \frac{4,499}{\sqrt{24}} \\
 &= \frac{4,499}{4,899} \\
 &= 0,918350683
 \end{aligned}$$

- d. Count different error standard between mean of variable I and II

$$\begin{aligned}
 SE_{m1 - m2} &= \sqrt{SE_{mx}^2 + SE_{my}^2} \\
 &= \sqrt{(0,751) + (0,918)} \\
 &= \sqrt{0,563 + 0,843} \\
 &= \sqrt{1,406} \\
 &= 1,186748709 \\
 &= 1,187
 \end{aligned}$$

- e. T score

$$\begin{aligned}
 \text{To} &= \frac{m1 - m2}{SE_{m1 - m2}} \\
 &= \frac{86,36 - 78,64}{1,187} \\
 &= 9,031171019 \\
 &= 9,031
 \end{aligned}$$

### C. Interpretation and Discussion

Based on computation above, it was shown that the different coefficient of student taught using estafet strategy and student not being taught using estafet strategy. The result of the statistic calculation indicated that the value of hypothesis test ( $t_0$ ) is 9,031 from the computation above would be compared to the “t” index ( $T_t$ ) with the condition stated bellow:

If the  $t_0 \geq T_t$   $H_a$  was accepted, it mean that the mean different of both variables was significant different. To determine  $t_0$  was chaking db and consulted with the  $T_t$  score:

$$\begin{aligned} D_b &= (nX + nY) - 2 \\ &= (25 + 25) - 2 \\ &= 48 \end{aligned}$$

From the score above, the researcher could know that 5% significant level  $t_0 = 9,03$  and  $T_t = 2,01$ .<sup>64</sup> Based on this statement, the researcher interpret that there was a significant different between the student taught using estafet strategy and students not being taught estafer strategy in writing achivement. It implies that the student using estafet strategy achieve better in writing achievement.

So alternative hypothesis ( $H_a$ ) that stated the student using estafet strategy will achieve better score in writing was accepted. In other word estafet strategy was effective in improving students writing achievement at the eight grade of MTs Ma'arif Mungging in academic 2017/2018.

It is sitable with previous study from Syathariah 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.<sup>65</sup>

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<sup>64</sup> See appendix 11.

<sup>65</sup> Sitti Syathariah, *Estafet Writing ( Menulis Berantai) Solusi Dalam Menulis Cerpen Bagi Siswa Sma/Ma*, (Yogyakarta: Leutika Prio Press, 2011),41.

## CHAPTER V

### CLOSING

This chapter is the last chapter. It presents conclusion and recommendation.

#### A. Conclusion

Estafet writing strategy is one of alternative solutions that the teacher can use to teach writing, especially descriptive to text to their teacher. It makes the students easy to comprehend the text by using estafet strategy in teaching writing.

Based on the data calculation of research to the eight grade of MTs Ma'arif Munggun in Academic Year 2017/2018, it can be see that the researcher found the value of  $t$  between students' writing skill who are taught using estafet strategy the finally score is 9,03. The is higher than  $t_t$  value, which is 2,01 at 5% significant level with  $db=48$ , so  $H_a$  is accepted. The conclusion of this research is the eighth grade students os MTs Ma'arif Munggun in academic year 2017/2018 who are taught using estafet writing learning achieve better score than who aren't taught using estafet writing. So, estafet writing strategy is effective to be used in learning writing skill to the eight grade of MTs Ma'arif Munggun in academic year 2017/2018.

## B. Recommendation

Here are some suggestion the researcher delivers future studies. Hopefully the suggestion are useful for the readers in general and for the researcher and other people involved in education especially. The suggestion are as follow:

1. For teacher
  - a. Teacher should try to use various methods to make students enjoy in learning English, especially in writing class.
  - b. Teacher should motivate the students to be active in learning English, especially in writing class.
2. For students
  - a. They should take advantages of estafet strategy to improve their capability in learning English.
  - b. They should be active in learning English.
3. For the institution
  - a. The school have to give a large opportunity to the teacher to develop their creativity.
  - b. The school has to support the teachers to do some researches to increase the student's competency in every subject.

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