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# THE USE OF 'ESTAFET' METHOD IN IMPROVING STUDENTS' NARRATIVE WRITING SKILL AT GRADE X OF SMA PERSADA IN ACADEMIC YEAR 2017/2018

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## Abstract

This research is based on the researcher's survey. Most of the students are lack of motivation to write narrative text in their class. It happened because the teachers did not use fun method. Some journals also mentioned that senior high school students have difficulties in writing narrative text because the teachers' method is not impressive. The researcher chose a method called 'estafet' method to overcome the problem. This research is aimed how does the 'estafet' method improve students' narrative writing skill, and to know How is the students' achievement in writing class through 'estafet' method. The sample of this research is SMA Persada students. The data were collected through three stages: observation, questionnaire, and test. The test was performed in the group as a complementary component. The result showed that, 'estafet' method can improve the students' achievement in writing narrative text and the 'estafet' method can improve students' narrative writing skill but the teacher must monitor the students in the class because some students feel confuse about the generic structure of narrative text, so that the teacher must explain again about the generic structure of the narrative text.

*Keywords:* 'Estafet' method, writing achievement, narrative text

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## 1. INTRODUCTION

The English language is a foreign language in Indonesia that is used for communication. Ross (1974): "Communication is a transactional process that involves cognitive segregation, selection, and symbol sharing in such a way as to help others derive from their own experience a meaning or response similar to that of the source. "Ross assumed the communication of a transactional process that encompasses the activity of selecting meanings and meanings - they can come from their own experiences or some other source. Communicative action can be done in a variety of ways, either verbally (in words) or non-verbally (meaningful motion or symbol). Communication actions can also be done directly like speaking and listening and not directly like reading and writing. All communication actions above are used to create communication in social life. Therefore, English subjects are directed to develop the skills to speak English through speaking, listening,

writing or reading. In English learning, there are some things that should be mastered by high school level students, such as short functional text, interpersonal conversation, and text in the form of narrative, recount, report, procedure, news item, hortatory exposition, analytical exposition, explanation, discussion, and review (Genre-based Approach). Based on a survey in SMA Persada, the researcher found a problem that students have difficulties in making descriptive text, such as difficulties in expressing ideas, and making grammar, sentences, and correcting punctuation. Some journals also mentioned that senior high school students have difficulties in writing narrative text because the teachers' method is not fun and impressive. Based on (Husna, Zainil, and Rozimela, 2013), students also have difficulties in applying vocabulary. Teachers are expected to pay more attention the development of student ideas and students' grammar and then teachers also are recommended to give more examples and

exercises for learning objectives can be achieved.

Adas & Bakir (2013) explained writing subject is not easy to do and teachers should use new methods to make students better understand about the material. The researcher also mentioned, the student who worked in groups have scored better than those who worked alone. Working together in a group helps them improve their writing using topic sentences, improve their spelling and grammar, punctuation, and researcher think this is a very good thing because it can increase the ability of student cooperation. Purwanto (1997) as cited in Wulandari, Fuady, and Sumarwati (2012) explained the main factors causing student's difficulty writing: students have no motivation in writing. Motivation is a conscious effort to be driving someone to do something for a particular purpose. Syathariah (2011) as cited in Suzanna (2016) said that estafet method is a unique and

interesting method for developing ideas in writing short stories. Therefore, estafet method is one of the strategies used in the learning process of English which is expected to improve students' writing skills. So, in the end, students can make a fable story in a chain and become a unified whole. Through estafet method, it is expected that in general, the grade X students of SMA Persada can express their thoughts, feelings, ideas, and opinions, especially able to produce a short text in the form of narrative. Seeing the facts above, in this research, the researcher is interested in knowing how fun learning can improve students' narrative writing skill especially when the teachers use estafet method.

## **2. LITERATURE REVIEW**

Based on Sumardjo, Jakob (2004), the meaning of writing is the birth of thoughts or feelings (such as composing, making letters) with

writing. Writing means pouring the author's heart in the form of writing so that the author's heart intention can be known to many people through written writing. The ability of a person to pour his or her heart into writing is very different, influenced by the author's background. Thus, the quality of each writer's writing is different from each other. However, one important thing that is related to a writing activity, an author should pay attention to the ability and needs of readers. Writing is an activity to create a note or information on a media by using a script. Writing is also an important skill which must be possessed by the student in teaching and learning process of English. Based on Tarigan, G, H (1986: 15), writing is the act of pouring ideas through writing as a conveyor of ideas. Sharif, Zulkarnaini, Sumarno (2009: 5) said that writing means expressing in writing the ideas and ideas that we have. Writing in the form of a mind from the author; the author must master the principles of writing and thinking that will help him achieve a goal in writing. Referring to the opinions above, the researcher concludes that writing is an important part of communication. Good writing skills allow you to communicate your message more clearly than you communicate through face-to-face or phone conversations. Briefly learning to write is to learn to think in a certain way.

Uno (2008) as cited in Yekti (2015) said that the learning method is defined as the way or tool that used by teachers to achieve learning objectives in his class. One of the methods that can be used is estafet method. (Yekti, 2015: 37) said that estafet method is a learning that involves students actively in the classroom, the student actively writes sentences, the next sentence is continued by the friend until



the story becomes a unified whole, it is very motivating students to study in the classroom because the learning atmosphere becomes fun because students feel actively involved.

Syathariah (2011) as cited in Suzanna (2016: 3) explained estafet method is a unique and interesting method in developing ideas for writing short stories; we can utilize classmates for provoking interest in writing short stories. The use of estafet method is assumed to facilitate the students in pouring their imagination in writing. Cahyono (2011) as cited in Suzanna (2016: 3) explained estafet method is one method of active learning or learning by doing which aims to learners' associate learning as a fun activity. The application of estafet method was more effective for writing lesson writing literature because learners will be more motivated by learning in the group rather than individual learning. Implementation of estafet method is one means to generate students' interest. This can happen because activities in the classroom based student's center. In estafet method, students working in groups, each group pours their feelings into pieces of text. It is done in a chain sentence. Based on some journals above estafet method is believed can help students to find ideas and help students to think creatively.

Derewianka (1991) as cited in Susanti & Octavia (2013: 2-3) said that narrative is a text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative text is a story of complication or problematic events and it tries to find the resolve to solve the problems. From the definition above, narrative text is a story that has a purpose to entertain. The purpose of narrative text is to amuse or to entertain the reader with a story. The generic structure of narrative text consists of orientation, complication, resolution. There are 3 generic structures in narrative

text: The first, orientation tells sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story. The second complication, tells the beginning of the problems which leads to the crisis (climax) of the main participants. The third resolution, tell the problem (the crisis) is resolved, either in a happy ending or in a sad ending. Actually, narrative text is not just limited to stories like fiction, legend, fairy tale or fable only, but other stories in the form of adventure, mystery and all forms of story. However, in school lessons, narrative text is usually used only to show fictional stories like fairy tales or legends.

### **3. METHODOLOGY**

This research used qualitative research. It was interesting because the researcher involved in the real world experience, the researcher also explored human behavior. The researcher would use the purposive sampling technique because researcher felt the class requires teaching English in particular writing narrative text. In the research, there were 19 students of grade tenth of SMA Persada Bandar Lampung. The students in class X.3 SMA Persada Bandar Lampung had problems in writing narrative skill and another reason why researcher did research. The researcher was familiar with the teaching and learning situation here, including the problems faced by students in learning English with a teacher.

After all of the data collected, firstly researcher combined the research results in the form of several paragraphs. Secondly, in the observation section researcher wrote the observations in complete and detailed. Thirdly, Researcher made a questionnaire and test, the researcher got a result that can be discussed and

influence this research results and the last, researcher reported all of the data in diagrams with some explanatory sentences. The researcher has an indicator that researcher took from a journal. It was as my guideline also in observing the class, especially in observing students' confidence and interest. Below is the list:

**Comprehensive Indicators**

No.	INDICATORS	DESCRIPTORS
1.	Confidence	4. Every student can make sentences for their narrative text.
		5. Students can cooperate in teamwork
		6. Student has no fear of mistakes
		7. Students can finish the assignment for the teacher with their own ability
2.	Interest	8. Students focused on their team to make a good story together
		9. Students asked more questions related to the material
		10. Students felt enjoyed with the class situation (little tense)
11. Students produced positive gestures while in the class		
3.	Improvement	Students can make good writing and know the generic structure of the Narrative text

Table: Jones (2009: 31) as cited in Formadon & Sidabalok (2017)

The reason why researcher makes other indicators for students' confidence and interest is that both of them are quite difficult to measure. There are so many definitions of confidence and interest that can be observed, so that is why researcher tried to limit the scope of both of them in order to simplify this research and make it not too broad. Later, this indicator could support the result, and make a clear argument of students' achievement in experiencing estafet method in their class.

**RESULT**

In the research, there were 19 students of grade tenth of SMA Persada Bandar Lampung. They took English subject to be followed by them in improving their ability of English skill, in addition, they had a wide range of English proficiency, from very basic to intermediate, and they have been learning English for about ten years, from elementary school until senior high school right now, and also from

English courses. However, most of them have difficulty in writing stories especially narrative text

Based on the first, second and third meeting, their vocabulary increased. At the first meeting, both students are only able to write one sentence but, when they worked in the group they were able to write more than one sentence and the topic sentence is developed by accurate and adequate details. At the third meeting, the researcher saw that the work result of the four groups could be called a good story for senior high school level, the four groups were able to create the narrative stories sequence. Thus, researcher as a reader could understand their story despite some errors in their grammar. Researcher did test and the results of this test will be used to know their understanding of the generic structure of narrative text and the results of this test are used as a complement of the data, after doing the test researcher concluded that students still do not fully understand the generic structure. It is seen from the results of their work was not having a complete generic structure section. Based on one member of the second group, AP could not write past tense sentence but at the third meeting, AP could write a past tense sentence. Her sentence: "He migrated, he met with a woman" it illustrated that A has increased in writing narrative text. It can be seen from her ability in writing narrative text using past tense. In the third group, they were AR, YH, GK, MS, WW, and RM. In the second meeting, this group confused and could not make the story of Timus Mas, but when they discussed, finally they could make a story about Timun Mas, this is seen from the story that they make have alignment and relevance, ideas was relevant to the substance of the assignment, minimum spelling mistakes, rich with vocabulary.

In the fourth group, ID has increased writing of past tense sentence, Based on

the first meeting ID could not make past tense sentence and did not know the rule of past tense but at third meeting ID could make past tense sentence "Thank you crocodiles, you have helped me cross this river". In the Fourth group the researcher looked the good ideas in their writing, at first they could not make a good story but after using estafet method they could make a good story and have a good idea, they had many past tense words in their story: annoyed, counted, ordered, said, helped, deceived, lied, laughed, annoyed, etc. It explained that they had improved in vocabulary style because before learning through estafet method they were poor with vocabulary.

#### **4. DISCUSSION**

##### **Confidence**

Based on the first observation, the researcher found some students still feel confused in determining the verbs that they want to use. In addition for inviting them to re-observe the rule of past tense, the researcher also found another obstacle that students experience is lack of vocabulary, some students mentioned that limitations of the idea also makes them difficult to write stories. So, the researcher tried to find a solution in improving students' narrative writing skill through estafet method. Based on the results of the second observation, there is improvement of students in making narrative story, this is seen when the researcher divided the students into 4 groups and direct them to make the story alternately with his friend, each student must write one sentence and followed by the next student until the end of story. At this third meeting, the researcher increasingly saw students' confidence in exposing their ideas and ideas in written form and seeing the increase in self-confidence every individual to write narrative text. When students have ideas and become more creative in writing, they would automatically feel more confident in

writing narrative text stories. One example that occurred in the classroom was when group 4 did not know about with the Cinderella's story. They also discussed and one of the students said "We already found Cinderella's shoes and the student pointed to my shoes, then the other boy replied "It's not Cinderella's shoes, because Cinderella's shoes are glass shoes not like Ms. Winda's' shoes, Cinderella's story is similar with the Bawang Merah and Bawang Putih's story. So, we can write the plot such as Bawang Merah and Bawang Putih's story".

The results of this observation are supported by the results of the questionnaires that researcher has collected at the end of the lesson. As many, 84.2% responses are that they can work together in their group, 42.1% responses answered yes when they are asked whether they have no fear of mistakes in making sentences to narrative text, showed 52, 6% responded hesitantly that they dare to make mistake in making sentences in narrative text stories, this means the estafet method is able to influence the courage of students in making the sentence, and 100% respondents answered yes can solve narrative tasks.

##### **Interest**

Based on the second observation, the researcher observed that the student's interest is increasing. They are looked very enthusiastic in making a narrative text with their group and they finished in making the narrative text. The researcher told them to come to the front of class and they did be straight without hesitation, it showed their enthusiasm in the classroom. Based on the third observation, the researcher looked to increase the students' interest in the assignment. They enjoyed doing their job and do it well to work together among their group members; they sat in their own groups and did not move to other groups. Students were interested while performing their assignments given by the researcher,



and several times they asked researcher about their problems when making narrative text. It supported by the result of questionnaire such as Can you and your group make a good story? as many, 68.4% of responses answered yes to the question, At the last meeting, the researcher tried to check the students' understanding of narrative text and they did not have any question about narrative text, the result of that observation was then supported by the result of the questionnaire where the students answered, as many responses, 47.4% answered none at all, as many, 31.6% responses answered hesitantly, as many 15.8% responses answered did not know and only 5.3 percent answered yes for a question "Do you have any questions about the narrative text?" another supported result is for question "Do you think working together to create narrative stories is a positive thing?" and 4.2% responses answered yes, as many, 10.5% responses answered hesitantly and as many as 5.3% responses answered yes. The use estafet method is assumed to facilitate the students in pouring their imagination in writing.

### **Improvement**

Based on the first observation, students have difficulty in making narrative text stories, ranging from lack of vocabulary, difficulty in making sentences until there is no motivation to write and create narrative stories. Based on the first meeting, the second and third observation, researcher saw the development of students in writing, especially students feel more enjoy the classroom atmosphere and feel more interested when working the task using estafet method but other discoveries that researcher found that estafet method only increase students' confidence and students' interest in writing narrative stories, but students still feel unsure of distinguishing generic structure of narrative text. Students just feel can make narrative stories according to their creativity but, they still confused by the

names of every part of the narrative text. It also supported by the result of questionnaire such as question "Do you know the generic structure of narrative text?" As many as 73.7% responses answered hesitantly, as many as 21.1% responses answered did not know and as many as 5.2% responses answered yes.

From the result of observation in the first meeting, the second meeting, the third meeting, and questionnaire, it might be concluded that the implementation of estafet method could improve the students' confidence in writing narrative text.

### **5. CONCLUSION**

Based on the findings and previous discussion, it can be concluded that the technique of estafet method can improve students' narrative writing skill. The increase can be seen by analyzing the data taken. It also can be seen through the ability of students to pour their ideas into sentences in the story. The researcher looked at the difference between before performing estafet method and after performing estafet method. At the first meeting, the students only know the narrative text of their book. Then the researcher helped them by dividing them into groups to make it easier for them to pour ideas and find them easier to help when they worked on the researcher's questions. At the second meeting, the students can perform well in the classroom by finishing the task and having an active discussion with their group in the classroom. Based on the results of the instrument, it can be seen that most of the positive feedback obtained by students. Therefore, if this technique is used well by students to improve their achievement in writing narrative text, researcher believed that students can create a narrative text in the future. The researcher also found that students' achievement in learning to write through the estafet method increased. It can be seen from the first observation until

the end of the observation that there was an increase in interest. At the first meeting, the students seemed unmotivated to follow the learning process. At the second meeting, after the researcher used estafet method, the researcher looked students' confident increases because researcher asked them to be able to read the story in front of the class and they enjoyed it. In addition, estafet method could increase their interest in writing, only the students still did not understand the generic structure of narrative text so they just write according to their creativity. The result showed that estafet method could improve the students' confident and interest in learning writing narrative text, but the estafet method could not improve students' narrative writing skill especially in the understanding of the generic structure of the narrative text so that the teacher must explain again about the generic structure of the narrative text.

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