
IMPROVING STUDENTS' WRITING ABILITY IN NARRATIVE TEXT THROUGH ESTAFET WRITING METHOD AT NINTH GRADE STUDENTS OF SMP SWASTA BUKIT CAHAYA 2020/2021

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Abstract

This research is focused in learning writing by using Estafet writing method at SMP Swasta Bukit Cahaya 2020/2021. The design of this research is quantitative research by using the theory of Aarikunto 2010 the researcher got the technique of collecting the data and analyzing the data and the researcher used Pre-test and Post-test as the way of collecting the data. the population of this research is 23 students the researcher will take all the population as the sample. The data were collected by using the Pre-test and Post-test, the Pre-test were given before the treatment and the Post-test were given after the treatment. The result of the research shows the differences between the students' ability of writing narrative text before and after the treatment. Starting by the mean which taking all the score from the students test in total and divided by the students total and the researcher got for the Pre-test is 52 and for the Post-test is 84. For the standart deviation is 17,2. The effect size is 1,8. In the using of esstafet writting method it can be seen that it's improving the students writing narrative text ability at SMP Swasta Bukit Cahaya 2020/2021. The researcher also used theory of Jacobs (1981) to gather the data by using the rubric scoring table which consist of Content, Organization, Vocabulary, Language Use And Mechanics.

Key words : Estafet writing, method , Writing, Narrative, Text

I. INTRODUCTION

As an English learner the researcher discover that the lack of writing skill can affect the process to mastered English. Writing is usually considered as the most frustating skill to master for the students who are learning English. When the researcher was in PPL the researcher found that many students have lack enthusiasm while learning English.

In order to find out if Estafet writing method can improve the students' writing skill, the researcher decided to take a research in the ninth grade students class at SMP Swasta Bukit Cahaya because the researcher believe that the ninth grade student of SMP Swasta Bukit Cahaya is suitable for the reasearch.

This research problem identified as :

Does the Estafet writing method improve students' writing ability in writing narrative text at the ninth grade students of SMP Swasta Bukit Cahaya 2020/2021?The objective of the research is to identify the Estafet writing method improves the students' writing ability in writing narrative text at the at the ninth grade students of SMP Swasta Bukit Cahaya 2020/2021.

This research focus to improve the students writing ability in narrative text through Estafet writing method at the ninth grade students' of SMP Swasta Bukit Cahaya 2020/2021. The student can be more willingly to improve their writing ability in narrative text by using Estafet writing method

As a teacher this methods can be very useful in order to make the class active and not boring .The other researcher can use this research as their guide to write their own research.

- a. Ho : There is improvement of the students' ability after the implementation of the estafet writing method in the ninth grade students of SMP Swasta Bukit Cahaya.
- b. Ha : There is no improvement of the students' ability after the implementation of the estafet writing method in the ninth grade students of SMP Swasta Bukit Cahaya.

II. REVIEW OF LITERATURE

According to Syarif (2004:4) "writing is indirect communication which we transfer our thought and feeling grammatical and vocabulary with symbol written. It means that writing deals with the content. It can be said that writing is converting oral to written language according to grammatically correctness. Writing also deals with the basic purposes of writing by conveying and exploring our thoughts and feelings"

According to Gerot & Wignell (1994 : 192) text divided into 13 types, such as Narrative text, Recount text, Descriptive text, Procedure text, Report text, Anecdote text, Hortatory text, Spoof text, Explanation text, Discussion text, News item text, Review text, Analytical exposition text.

Narrative text is a type of text that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. Permana, Tahan Dwi dan Zuhri, Fauris, (2013).

The social function of narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. It also deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

The four generic structure of narrative text:

1. Orientation
2. Complication
3. Resolution
4. Coda/Moral

Language Feature

1. Using Past Tense
2. Using action verbs
3. Using temporal conjunction

(Rinaika, (2020).

Learning Method

According to Saiful Bahri Djamarah, the method is a method used to achieve a predetermined goal. Meanwhile, the Arabic method, known as thariqah which means the strategic steps be prepared to do a work (Syaiful Bahri Djamarah and Aswan Zaim, (2013)

Method can be very useful for the teaching and learning process but before we used the methods we have to know what is the principal of this method so that we can prevent any mistaken that is about to happen in the future.

Method can be very useful in the learning environment if the research process require the right ways and its compability of matching the method and the learner ability and other aspect. However there are many methods of language learning and all of them can be suitable to everyone depend on the ways of using it. Estafet writing is one of the method that are designed to make the language learning process becoming more enjoyable and fun. This methods are student centered learning which means that the student are the one who are responsible for their own development on learning.

There are some relevant research related to the use of estafet writing method in improving students' writing ability.

The first is a research conducted by Mahmudah Rangkuti's thesis on a research entitled " The use of Estafet writing method to improve students' ability in writing narrative text at the 8 grade students of SMP N 17 Medan."

The second research is conducted by Willya Rinanda Setiawan's thesis on a research entitled "Improving the students' ability in writing Narrative text through story mapping technique at elevent grade of SMK Swasta proyek UI Siantar in academic year 2019/2020."

The third research is conducted by Maherda and Rusdi noor rosa's journal on a research entitled "Teaching writing narrative text by using the spin a story writing prompt to junior high school students."

The relation between these thesis and journal is that the information within the thesis and journal is relatable for the resarch because the researcher using of the narrative text as the ability for the student to improve and there are some aspect that can be quoted from the thesis and journal. And that the estafet writing method is very intresting that can improve the desire to study english.

III. RESEARCH METHODOLOGY

In this research, researchers used quantitative research. Quantitative research is systematic scientific research on parts and phenomena and their relationship. The perpose of quatitative research is to develop and use mathematical models, theories. Quantitative research used to analyze data that showed improvement and progress of students in learning. The data have analyzed in form of students' score in writing narrative text.

The subject of this research is the students at the ninth grade class of SMP Swasta Bukit Cahaya 2020/2021 . Suharsimin arikunto (2010:173) said that population is the overall subject of the research so, the population is total number of subject that should be observed in this research. The population of this research in 2020/2021 of the ninth grade students of SMP Swasta Bukit Cahaya which consisted of one class which is the ninth class with total 23 students.

Table 3.1
The Population of The Research

No	Class	Student
1.	Class 9	23

(SMP Swasta Bukit Cahaya 2020/2021

A sample is a subset of individuals or cases from a population. Sample enables the researcher to collect and organize data efficiently and practically. If the subject is less than 100, it is better for the researcher to take all of them so that the research is a population of the research . however, if the number of subjects is large, it can be taken between 10-15% or 20 - 25% or more.

Table 3.2
The Sample of The Research

No	Class	Student
1.	Class 9	23

(SMP Swasta Bukit Cahaya 2020/2021)

3.3. The Data

The data of this research will be the students' scores from Pre-test, Post-tests at ninth grade of SMP Swasta Bukit Cahayastudents about writting narrative text by using Estafet writing method.

Technique of AnalyzingThe Data

The researcher used the test is for collecting the data. The data from the test is gained to find out the result of students' mastery in learning writing narrative text throught Estafet writing method. It is obtained from the ninth frade of SMP Swasta Bukit Cahaya 2020/2021.

According to Arikunto (2009:245) to analyze the data, this research will use analyzing the five categories “very good“, “good“, “low“, “very low”. The table of scoring of the five categories

There are some ways to analyze the data. In this research the researcher used the scoring Rubric for students’ writing production adapted Jacobs *et al* (1981:2)

technique of data analysis

In analyzing the data , the researcher used score of the pre-test and post-test of the students. First, the researcher computed the mean score of the students in the pre-test and the post-test by using formula by Arikunto (2010) stated :

$$\chi = \frac{\sum \chi}{N}$$

Where :

χ = The mean of the scores

$\sum \chi$ = The sum of the scores

N= Number of the students

Then, the researcher calculated the standard deviation, they used the formula that recommended by Arikunto (2007 : 330):

$$:SD = \frac{\sqrt{\sum \chi^2 - \left(\frac{\sum \chi^2}{N}\right)}}{N}$$

Where :

S = Standard Deniation

$\sum X^2$ = Number of squared score

$\sum X$ = Number of score

N= Number of student

IV. DATA ANALYSIS AND DISCUSSIO

Table 4.1
The Pre-test Score

No	Name of Students	Score					Total
		Con.	Org.	Voc.	L. Use	Mech.	
1	Ahmad Dana Prasetyo	22	10	9	15	4	60
2	Awal Nofazri Hutagalung	22	10	9	15	4	60
3	Dwi Salsabila Pangaribuan	22	10	9	15	4	60
4	Fadli Ramadandi	22	10	9	15	4	60
5	Fahrenzy Nur Ikhwan	22	10	9	15	4	60
6	Gunawan Barus	22	10	9	15	4	60
7	Ibnu Satrio	22	10	9	15	4	60
8	Johannes Sinurat	22	10	9	15	4	60
9	Joys Tafania	17	9	10	12	3	51
10	Laila Rama Andani	17	9	10	12	3	51
11	Muhammad Andrian	17	9	10	12	3	51
12	Muhammad Doly Siallagan	17	9	10	12	3	51
13	Nabil Awwaliyah Ramadhan	17	9	10	12	3	51
14	Rachel Kris Yanti Hutagalung	17	9	10	12	3	51
15	Radit Alfirnanda	17	9	10	12	3	51
16	Rehan Saputra	17	9	10	12	3	51
17	Renita Sagala	16	9	9	6	4	44
18	Rizky Mulia	16	9	9	6	4	44
19	Siti Alfiro	16	9	9	6	4	44
20	Susi Lawati	16	9	9	6	4	44
21	Tia Ashari	16	9	9	6	4	44
22	Vika Khadijah	16	9	9	6	4	44
23	Yohanes Gou Nuwa	16	9	9	6	4	44
	Amount	424	215	215	258	84	1196
	Average	18,4	9,35	9,35	11,22	3,65	52

Table 4.2
The Post-test Score

No	Name of Students	Score					Total
		Con.	Org.	Voc.	L. Use	Mech.	
1	Ahmad Dana Prasetyo	26	20	20	22	5	93
2	Awal Nofazri Hutagalung	23	18	19	20	4	84
3	Dwi Salsabila Pangaribuan	22	20	18	23	5	88
4	Fadli Ramadandi	28	18	20	22	4	92
5	Fahrenzy Nur Ikhwan	22	20	17	23	5	87
6	Gunawan Barus	27	19	17	22	5	90
7	Ibnu Satrio	22	17	18	24	5	86
8	Johannes Sinurat	28	18	18	21	4	89
9	Joys Tafania	26	16	18	22	5	87
10	Laila Rama Andani	26	18	19	21	5	89
11	Muhammad Andrian	24	17	17	19	4	81
12	Muhammad Doly Siallagan	21	15	16	21	4	77
13	Nabil Awwaliyah Ramadhan	22	14	14	21	5	76
14	Rachel Kris Yanti Hutagalung	18	19	17	21	4	79
15	Radit Alfirnanda	20	17	15	22	4	78
16	Rehan Saputra	21	16	16	21	4	78
17	Renita Sagala	20	18	18	22	5	83
18	Rizky Mulia	26	17	18	23	4	88
19	Siti Alfiro	26	18	16	18	4	82
20	Susi Lawati	24	17	15	23	5	84
21	Tia Ashari	25	20	17	21	4	87
22	Vika Khadijah	24	16	18	20	5	83
23	Yohanes Gou Nuwa	19	17	18	23	5	82
	Amount	540	405	399	495	104	1943
	Average	23,5	17,6	17,3	21,52	4,52	84,47

4.2. The Data Analysis

A. The mean of pre-test and post-test Scores

- The mean of pre-test of the the student can be calculated as following : (Arikunto 2010: 275)

$$\chi = \frac{\sum \chi}{N} \rightarrow \frac{1196}{23} \rightarrow \chi = 52$$

- The mean of the post-test of the students can be calculated as following:

$$\chi = \frac{\sum \chi}{N} \rightarrow \frac{1943}{23} \rightarrow \chi = 84,4$$

B. The standard Deviation

Standard deviation Pre-test

$$SD = \sqrt{\frac{\sum \chi^2 - \left(\frac{\sum \chi^2}{N}\right)}{N}}$$

$$SD = \sqrt{\frac{63160 - \left(\frac{63160}{23}\right)}{23}}$$

$$SD = \frac{\sqrt{63160-2746}}{23}$$

$$SD = \frac{\sqrt{60414}}{23}$$

$$SD = \frac{245,7}{23}$$

$$SD = 10,6$$

Standard deviation Post-test

$$SD = \frac{\sqrt{\chi^2 - \left(\frac{\sum \chi^2}{N}\right)}}{N}$$

$$SD = \frac{\sqrt{164659 - \left(\frac{164659}{23}\right)}}{23}$$

$$SD = \frac{\sqrt{164659 - 7159}}{23}$$

$$SD = \frac{\sqrt{157500}}{23}$$

$$SD = \frac{396,8}{23}$$

$$SD = 17,2$$

4.3. The Different mean of Pre-test and post test

The mean of pre test and the post test are :

Pre-test : 52

Post-test : 84,4

4.4 The Different Standard Deviation Of Pre Test And Post Test

The Standard Deviation of pre test and the post test are :

Pre-test : 10,6

Post-test : 17,2

4.5. Research Findings

the Pre-test total score is 1196 and the mean score is 52. The Post-test score is 1943 and the mean score is 84,4.

The Standard Deviation shown the difference score of sample towards mean. The Standard Deviation in the Pre-test is 10,6 and the Post-test is 17,2 .

4.6. Discussion

The mean score of Pre-test is 52 and the mean score of the Post-test is 84. It is proved with the student's improvement score of the test because the score of the Post-test is higher then the score of the Pre-test. The standart deviation of the Pre-test 10,6 and the standart deviation of the Post-test is 17,2. The value of the students prove that the students ability is high after the implementation of the Estafet writing method.

V. CONCLUSION AND SUGGESTION

The mean score of the Pre-test is 52 and the Post-test score is 84 it is proved that the students score improved after the implementation of the Estafet writing method.

The standart deviation of the pre test is 10,6 and the standart deviation of the Post-test is 17,2 it proved that the student improved

The estafet writing method can improve the students writing narrative test ability at the ninth grade of SMP Bukit Cahya 2020/2021 bases on the result.

From the conclusions above, there were some suggestions that are peoposed by the researcher :

1. For the the teacher

The english teacher should be creative and innovative in developing the teaching learning activities in classroom. It hopes to make the students have more willingness to learn with the open mind and heart.

2. For the next researcher
The next researcher who want to make the estafet writing method as their tittle should try to make their activity as creative as possible so that the result of the research activity can be more variant and interesting for the reader.
3. For the students
The student need to focus while making their product cause it can lead to the best of learning progress

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