

The Effect of Estafet Writing to Improve Students' Writing Descriptive Text at Senior High School

Intan Kartikasari¹, Sudar², Basuki³, Abdul Ngafif⁴, Titi Rokhayati⁵
{intankartikasari20@gmail.com¹, rofiqsudar@gmail.com², basuki@umpwr.ac.id³, abdulngafif@umpwr.ac.id⁴,
trokhayati@umpwr.ac.id⁵}

English Education Program, Universitas Muhammadiyah Purworejo, Indonesia¹²³⁴⁵

DOI: 10.37729/scripta.v10i1.2671

Abstract. The purpose of this study is to determine whether or not using estafet writing to increase students' ability to write descriptive text in the academic year 2022/2023 is successful in the tenth grade at SMA N 8 Purworejo. The Experimental Group is designated as X-5, and the Control Group is designated as X-6. Prior to starting the treatment, the study's researcher gave a pre-test to each group. The experimental class's post-test had a mean score of 61.81. The post-test mean for the control class was 66.11 at the same time. From the calculation of test, It demonstrates that $(0.052 > 0.05)$ Z-value is greater than Z-table so the test results of hypothesis is the null hypothesis (Ho) is accepted. According to the aforementioned information, using the estafet writing approach to enhance students' ability to write descriptive prose during the school year 2022–2023, the tenth grade at SMA N 8 Purworejo is ineffective.

Keywords: : Writing, Increase, Estafet writing, Descriptive text

1. Introduction

One of the four language skills that is crucial to teach is writing. Writing is a crucial talent for the reader to understand and express thoughts visually from the writer. For pupils, creating a text is more challenging. Writing is considered as a skill since it is a productive means of indirect communication and character nature in writing is considerably different from that of direct speech [1]. Descriptive text is one of the texts used to learn English. One type of text is the descriptive text. One of the required texts for junior high school pupils is this one [2]. High school students will converse with one another orally and in writing. Learning how to write a descriptive paragraph [3]–[5] like our pets or someone we know well—makes up the context of this type of prose. It varies from Report, which generalises about objects, creatures, people, or other people. Undoubtedly, pupils encounter challenges or difficulties when attempting to create something [6]–[8]. The difficulty arises then while developing writing skills. One of the primary issues with learning English is that students must master four abilities at once, leaving little time for writing practise, particularly in class. The students' vocabulary deficit is the first issue. The pupils find it challenging to construct and refine their concepts [9]–[11]. Second, they are not very adept at grammatical sentence formation. They thus always come up with useless sentences.

Depending on the circumstances and the state of the pupils themselves, there are numerous approaches that can be utilised to teach this ability. The teacher should use several simple teaching strategies when teaching writing to the kids. English instruction requires a method of instruction that can make pupils more engaging. Students won't be as bored to study English as they once were. The estafet writing approach is the one used by the researcher in this study to address the aforementioned issues [12]–[14]. One active learning strategy that tries to help pupils relate learning with enjoyable activities is estafet writing. The problem statement of this study is to find out the estafet writing approach to enhance students' ability to write descriptive prose. This approach will improve students' capacity to recognise the words needed to create a descriptive text. Based on the guidelines and benefits of this strategy, the anticipation from its use can inspire children to learn English, especially in writing skills. In addition to the other skills, writing is a crucial ability in the study of English. Even though writing proficiency is crucial, it does not receive adequate attention or time in the process of instructing and learning [15]. Then, writing is also

known as a dynamic process which way of transforming thoughts through writing, that includes feeling, idea, silent conversation with readers and yourself [16]–[19].

2. Literature Review

Writing is a verbal expression that takes the shape of words, symbols, or letters, and is mostly used to communicate. Writing is a technique that helps pupils' knowledge ideas come to life so they may be recorded [20]. Instruction is a scientific process with three main components: material, communication, and feedback [21]. The instructional approach enhances student learning. Learning a new skill, understanding a scientific principle, or changing one's perspective are only a few examples of the changes that might result from learning[22]. The change is not simply unintentional or due to aging, which changes our appearance organically. Learning is a rather permanent transformation that is usually deliberate.

Writing is a language skill that is used for direct communication, or estafet, as well as indirect communication with others. Estafet writing is one active learning strategy that seeks to help students relate learning with fun [23]. One method of active learning or learning by doing that aims to help students see learning as enjoyable is estafet writing [24]. Additionally, Estafet writing is an example of active learning by doing that tries to help children relate learning with a fun activity [25]. Students collaborate in groups when using the estafet writing approach. Each group member expresses his or her thoughts in a single line of estafet writing with the same theme and title. The definitions given above lead to the conclusion that estafet writing is collaborative writing that encourages student participation in the learning process and makes learning more enjoyable. Estafet writing [26], is an inventive teaching a technique where one student starts a little narrative, another student finishes it, and so on.

The steps involved in estafet writing are as follows: 1) The teacher introduces the theme and the subject matter to be covered before beginning the estafet writing approach; 2) The teacher instructs the pupils to form groups of 5–6 people. 3) The teacher then asks the class to create the introduction. 4) After writing the first line, the students take on the role of initial individual. The teacher then gave the students instructions to increase their respective holding heights on the first count and to hand over his book to a friend on her right on the second count. 5) The student to his right must add more sentences to his essay. To continue the following essay, students must read the previous sentence. 6) After finishing, the teacher instructs the pupils to pass it to their right friends, and so on clockwise, till the time the teacher specifies. 7) Exercise books need to be given back to their rightful owners when the teachers have done teaching for the day. The owners of books can read the results of essays that are produced in order and marked with erroneous or illogical language. 8) The teacher instructed a student to record the outcomes of a serial writing on the board, after which teachers and students corrected the work jointly[23].

3. Method

Sugiyono asserts that there are two categories of research: qualitative and quantitative. The researcher applies quantitative with quasi experimental research to discuss and find out the problem appearing in this study[27]. The study's goal is to evaluate the efficacy of estafet writing in helping students in SMA N 8 Purworejo's tenth grade write more descriptive texts over the academic year 2022/2023. Population and sample cannot be separated in quantitative method. They have very important role in every aspect of the research that uses quantitative method. This quantitative technique has been extensively explored as a social structure, according to Coghlan et al [28]. It describes a number of methods, strategies, and generalizations used in observational research to evaluate social, behavioral, and economic phenomena. In this way, the sample is representative of the population. Students in the tenth grade at SMA N 8 Purworejo during the academic year 2022/2023 make up the population of this study. There are 252 students in the tenth grade. The group is divided into 7 classes. An essential part of performing a research study is selecting the sample. A sample is a subset of the population whose data will be examined. To confidently extrapolate from the sample to the population, the sample must be representative. The population's size and characteristics include the sample [29]. represent the broader group from which they were chosen. from a larger group. The researcher selects a sample of two classes from the research's population. The experimental group is called X-5, and the control group is called X-6. There are 36 students in each group: 36 in the experimental group and 36 in the control group. According to Sugiyono

in[30], sampling methodology refers to the method used to collect the sample. It is among the most crucial methods required to obtain a representative sample.

4. Findings and Discussions

a. The Students' Ability to Write

The researchers examined the students' ability to create a descriptive prose in an effort to recognize the students' writing accomplishments. After those kids had been instructed utilizing the estafet writing approach, the outcome was as follows:

Table 1. The Post-Test Writing Grade

No	Students' name	Post-test	No	Students' name	Post-test
1.	Student 1	75	1.	Student 1	50
2.	Student 2	70	2.	Student 2	60
3.	Student 3	80	3.	Student 3	75
4.	Student 4	55	4.	Student 4	60
5.	Student 5	50	5.	Student 5	65
6.	Student 6	50	6.	Student 6	70
7.	Student 7	60	7.	Student 7	80
8.	Student 8	50	8.	Student 8	75
9.	Student 9	85	9.	Student 9	60
10.	Student 10	50	10.	Student 10	60
11.	Student 11	55	11.	Student 11	65
12.	Student 12	55	12.	Student 12	75
13.	Student 13	65	13.	Student 13	60
14.	Student 14	60	14.	Student 14	70
15.	Student 15	50	15.	Student 15	80
16.	Student 16	70	16.	Student 16	65
17.	Student 17	65	17.	Student 17	65
18.	Student 18	60	18.	Student 18	70
19.	Student 19	75	19.	Student 19	85
20.	Student 20	80	20.	Student 20	65
21.	Student 21	50	21.	Student 21	50
22.	Student 22	60	22.	Student 22	80
23.	Student 23	55	23.	Student 23	60
24.	Student 24	60	24.	Student 24	65
25.	Student 25	50	25.	Student 25	50
26.	Student 26	50	26.	Student 26	80
27.	Student 27	60	27.	Student 27	55
28.	Student 28	70	28.	Student 28	60
29.	Student 29	65	29.	Student 29	50

30.	Student 30	65	30.	Student 30	65
31.	Student 31	50	31.	Student 31	70
32.	Student 32	85	32.	Student 32	75
33.	Student 33	50	33.	Student 33	70
34.	Student 34	75	34.	Student 34	60
35.	Student 35	65	35.	Student 35	65
36.	Student 36	55	36.	Student 36	70
	Average	61.81	Average	66.11	

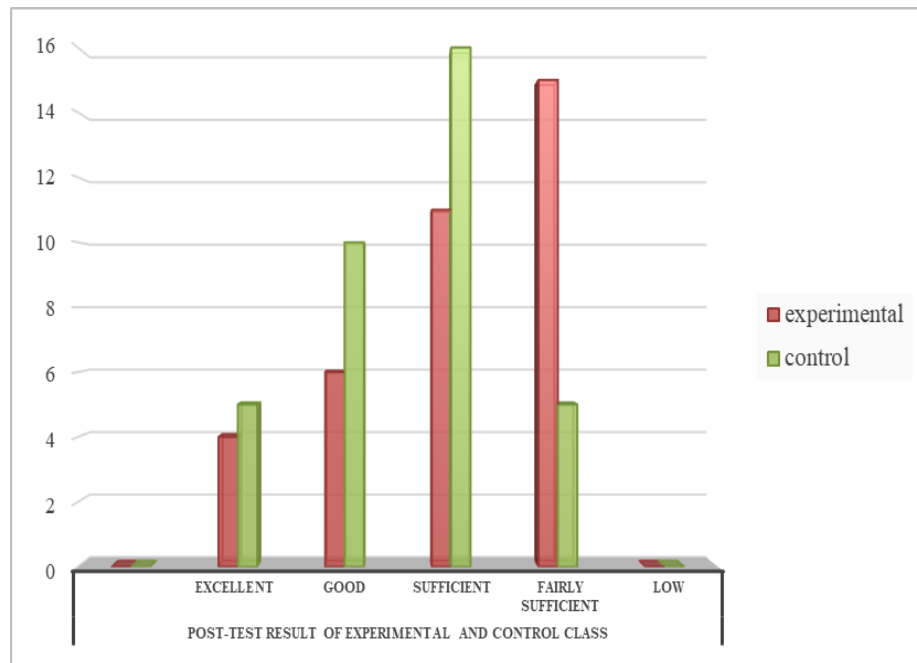


Figure 1. Pre- and Post-Test Percentages of Experimental and Control Class Students' Achievement

This graph displays the percentile ranges for the experimental group and the control group's writing proficiency. There are 11% of the experimental group are at the excellent level. 14% of the control group, on the other hand, are at an exceptional level.

b. Data Analysis

1) Descriptive Statistic Analysis

Table 2. Pre-test Experimental and Control Class Descriptive Analysis

		Pre-Test Experimental	Pre-Test Control
N	Valid	36	36
	Missing	0	0
Mean		48.50	52.50
Std. Error of Mean		1.508	1.283
Median		45.00	50.00
Mode		40	50
Std. Deviation		9.051	7.700
Variance		81.914	59.286
Range		30	30
Minimum		40	40
Maximum		70	70
Sum		1746	1890

The experimental class's mean score is 48.50, median score is 45, mode is 40, SD is 9.051, variance is 81.914, range is 30, a potential score of 70, while a score of at least 40, according to the table. The final result is 1746. On the other hand, the table reveals that the control class's mean is 52.50, median is 50.00, mode is 50, SD is 7.700, variance is 59.286 and the range is 30, with the greatest score being 70 and the lowest being 40. The final result is 1890.

Table 3. The Post-test Experimental and Control Class Descriptive Analysis

		Post-Test Experimental	Post-Test Control
N	Valid	36	36
	Missing	0	0
Mean		61.81	66.11
Std. Error of Mean		1.817	1.544
Median		60.00	65.00
Mode		50	60 ^a
Std. Deviation		10.899	9.267
Variance		118.790	85.873
Range		35	35
Minimum		50	50
Maximum		85	85
Sum		2225	2380

The experimental class's mean score is 61.81, median score is 60.00, mode is 50, SD is 10.899, variance is 118.790, range is 35, a potential score of 85, while a score of at least 50, according to the table.

The overall rating is 2.225. On the other hand, the control class has a mean score of 66.11, a median score of 65, a mode score of 60, a standard deviation of 9.267, a variance of 85.873, a range of 35, a potential score of 85, and a score of at least 50. The score as a whole is 2.380.

2) Inferential Statistic Analysis

Table 4. Test of Normality using SPSS

		Pretest	Posttest
N		72	72
Normal Parameters ^{a,b}	Mean	50.50	63.96
	Std. Deviation	8.583	10.276
Most Extreme Differences	Absolute	.162	.122
	Positive	.162	.122
	Negative	-.130	-.087
Test Statistic		.162	.122
Asymp. Sig. (2-tailed)		.000 ^c	.010 ^c

The calculation above reveals in the Kolmogorov-Smirnov column that The significance value for the pre-test in the experimental class is 0.000, and the result for the post-significance test is 0.010. Therefore, it may be said that the experimental class's post-test data distribution is normal and the pre-test data distribution in both experimental classes is abnormal.

Table 5. Using SPSS, Conduct a Homogeneity Test.

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.520	1	70	.222
	Based on Median	1.093	1	70	.299
	Based on Median and with adjusted df	1.093	1	68.858	.299
	Based on trimmed mean	1.291	1	70	.260

The threshold of significance was greater than 0.05 based on the mean, as shown by the table above ($0.222 > 0.05$). It denotes homogenous variance between the two samples.

Table 6. Using SPSS, Conduct a Hypothesis Test.

Pretest Posttest	N	Mean Rank	Sum of Ranks
The Result study	36	25.00	900.00
	36	48.00	1728.00
Total	72		

Table 7. The Result

	Result
Mann-Whitney U	477.500
Wilcoxon W	1143.500
Z	-1.944
Asymp. Sig. (2-tailed)	.052

Table 6 shows that the asymptotic significance level (2-tailed) is 0.052. The critical value on the z-table is checked by the researcher using (0.05) alpha level significance. It proves that the z-value (0.052 > 0.05) is greater than the z-table. Indicating that the null hypothesis (Ho) is accepted based on the test results, it says that the alternative hypothesis (Ha) is rejected while the null hypothesis (Ho) is accepted. It means that the use of method estafet writing is not effective the academic year 2022/2023, to enhance students' ability to write descriptive language in the tenth grade at SMA N 8 Purworejo.

5. Conclusion

The Estafet writing approach does not help pupils write more descriptive texts. Since the post-test means for the experimental and control groups are different, the control group's post-test mean is higher than that of the experimental group. It implies that teaching children using the estafet writing strategy is not the best method. To help pupils write more descriptive texts, the estafet writing strategy should not be employed. Using the estafet writing approach, the test results before and after demonstrate that. The t-test of the experimental group and control group further supports this. The post-test for the experimental class obtained a mean score of 61.81. The post-test mean for the control class was 66.11 at the same time. The null hypothesis (Ho) is accepted based on the test computation, which reveals that (0.052 > 0.05) the z-value is greater than the z-table. According to the aforementioned information, using the estafet writing approach to enhance students' ability to write descriptive prose in the tenth grade at SMA N 8 Purworejo during the academic year 2022/2023 is ineffective.

6. References

- [1] A. P., *Journal of English Language Teaching*, 2016.
- [2] E. S. Masykuri, "Analysis the Clauses Using Modal with Perfect Infinitive on Novel the Other Side of Midnight and Its Translation in Bahasa Indonesia," *Jurnal Pendidikan Surya Edukasi*, vol. 1, no. 1, p. 121670, 2015.
- [3] T. J. Setiyorini, P. Dewi, and E. S. Masykuri, "The Grammatical Error Analysis Found in Students' Composition," *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*, vol. 10, no. 2, pp. 218–233, 2020.
- [4] E. S. Masykuri, "Three Character Building by Using Comik Wayang," *Jurnal Pendidikan Surya Edukasi*, vol. 2, no. 2, pp. 1–13, 2017.

- [5] S. D. Santoso, E. S. Masykuri, Y. Widiyono, and K. Sholeh, "Does Sony Vegas Platinum Pro 13 Help Students to Understand Pragmatic Well?," presented at the International Seminar on Recent Language, Literature, and Local Cultural Studies (BASA 2018), Atlantis Press, 2018, pp. 322–325.
- [6] C. L. Ying, S. Osman, D. Kurniati, E. S. Masykuri, J. A. Kumar, and C. Hanri, "Difficulties that Students Face when Learning Algebraic Problem-Solving," *Universal Journal of Educational Research*, vol. 8, no. 11, pp. 5405–5413, 2020.
- [7] Y. W. Lin, C. L. Tseng, and P. J. Chiang, "The effect of blended learning in mathematics courses," *Eurasia Journal of Mathematics, Science and Technology Education*, vol. 13, no. 3, pp. 741–770, 2017, doi: 10.12973/eurasia.2017.00641a.
- [8] Edi Sunjayanto Masykuri, S. Sukarni, T. Tusino, and P. Dewi, "The Cohesive Device in Hiver.com and Its Implication in Teaching Online Writing," *Jurnal Ilmu Bahasa Sastra dan Pengajarannya*, vol. 1, no. 2, pp. 124–135, 2022.
- [9] E. S. Khabib Sholeh Bagiya Bagiya, Frida Nur Aini, Main Sufanti, "Pengaruh Media Cetak dan Audio Visual Terhadap Kemampuan Menulis Teks Berita pada Siswa MTs Bergaya Kognitif Field Dependent dan Field Independent," *Jurnal Pendidikan Surya Edukasi (JPSE)*, vol. 6, no. 1, pp. 33–48, 2020.
- [10] Edi Sunjayanto Masykuri, I. Ike Nugraeni, Basuki, and Y. Prihatin, "PENGUNAAN STRATEGI PETUNJUK KONTEKSTUAL SEBAGAI STRATEGI DALAM MEMAHAMI TEKS," *Jurnal Bahtera: Jurnal Pendidikan, Bahasa, Sastra, dan Budaya*, vol. 9, no. 1, pp. 77–89, 2022.
- [11] N. Nurhidayah, Tusino, and Edi Sunjayanto Masykuri, "Students' Perception toward EFL College Teacher Pedagogical Competence in Teaching Writing," *Scripta*, vol. 9, no. 2, pp. 209–216, 2022, doi: <https://doi.org/10.37729/scripta.v9i2.1475>.
- [12] S. Shintiani, S. Sukarni, and Edi Sunjayanto Masykuri, "Teacher's Strategies of English Online Learning during COVID-19 Pandemic in SMA N 8 Purworejo," *Scripta: English Department Journal*, vol. 9, no. 2, pp. 172–181, 2022, doi: <https://doi.org/10.37729/scripta.v9i2.1470>.
- [13] I. Edi Sunjayanto Masykuri Ike Nugraeni, J. Kumar, "Performing Discourse Student's Skill by Using Video," in *Islam, Media, and Education in Digital Era*, Taylor and Francis, 2022, pp. 336–319.
- [14] Edi Sunjayanto Masykuri and B. Basuki, "Students' perception of digital media for English teaching learning," *Teaching English as A Foreign Language Journal*, vol. 1, no. 1, pp. 64–73, 2022, doi: <https://doi.org/10.12928/tefl.v1i1.171>.
- [15] Parmawati, "The effectiveness of Think-Pair-Share (TPS) to Teach Writing Viewed From Students Creativity," (Doctoral dissertation, SEBELAS MARET UNIVERSITY, 2013).
- [16] M. F. Sudrajat, A. Ngafif, and E. S. Masykuri, "The Correlation between Students' Habit in Watching Western-Movie and Listening Skill," *Scripta: English Department Journal*, vol. 7, no. 2, pp. 25–34, 2020.
- [17] E. S. M. M. W. Latifah and F. Nuraini, "PRAGMATIC STUDIES: THE USE OF CODE-SWITCHING IN JAVANESE ART PERFORMANCE DONE BY STUDENTS OF SMPN 1 KESESI KABUPATEN PEKALONGAN," presented at the ELTiC CONFERENCE, 2017.
- [18] I. Kusuma, A. Ngafif, and E. S. Masykuri, "E-Learning Usage Analysis in English Language in Universitas Muhammadiyah Purworejo," *Scripta: English Department Journal*, vol. 8, no. 2, pp. 35–44, 2021.
- [19] S. Edition, E. S. Masykuri, P. Studi, P. Bahasa, and U. M. Purworejo, "SELF-MOTIVATION IN USING ENGLISH ON GROUP PRESENTATION IN STUDENT OF SMK MUHAMMADIYAH KAJEN," no. May, pp. 95–100, 2016.
- [20] U. Dewi, "How to write." 2013.
- [21] Rahmadhani, "Teaching Writing Of Descriptive Text By Combining Brainwriting And Mind Maps Strategies At Junior High." 2014.
- [22] A. Sequeira, "Introduction to Concepts of Teaching and Learning," *SSRN Electronic Journal*, 2012.
- [23] S. Syathariah, "Estafet Writing (menulis berantai." 2011.
- [24] Saragih, "Techers' Perceptions on Implementing Estafet Writing Technique in Teaching Writing," *English Journal*, 2017.
- [25] R. Mahmudah, *The Use of Estafet Writing Method to Improve Student Ability in Writing Narrative Text at The 8 grade student of SMP*. Medan.State Islamic University of Nort Sumatera., 2017.

- [26] D. Rusman, *Model-model pembelajaran: Mengembangkan profesionalisme guru*. Jakarta: Grafindo, 2011.
- [27] Sugiyono, "Metode Penelitian Pendidikan."
- [28] R. Sipahi, "The Importance of Quantitative Research in Language Testing and Assessment: In the Context of Social Works," *Linguistics and Culture Review*, pp. 317-330, 2021.
- [29] Sugiyono, *Metode Penelitian Pendidikan*. Bandung: Alfabeta, 2015.
- [30] M. P. P. Sugiyono, pp. 13-14, 2017.