

**IMPROVING STUDENTS' WRITING SKILL ON DESCRIPTIVE  
TEXT BY ESTAFET STRATEGY OF THE ELEVENTH YEAR  
STUDENTS OF SMAN 4 PALOPO**



A THESIS

*Submitted to the English Study Program of Tarbiyah and Teachers Training Faculty  
of the State Islamic Institute of Palopo as partial Fulfillment of Requirements for  
S.Pd Degree in English Study Program*

**MEGA SAHITNA M  
14.16.3.0067**

**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
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**Supervised By:**

- 1. Madehang, S.Ag., M. Pd**
- 2. Andi Tenrisanna Syam, S.Pd., M.Pd**

**ENGLISH STUDY PROGRAM  
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2018**

## THESIS APPROVAL

This thesis entitled **“Improving Students Writing Skill on Descriptive Text by Estafet Strategy of the Eleventh year Students of SMA 4 Palopo”**, which is written by **Mega Sahitna M, Reg. Num.14.16.3.0067**, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on **Friday, 19<sup>th</sup> of October 2018 M**, coincided with **10<sup>th</sup> Safar 1439 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

**Palopo, 19<sup>th</sup> October 2018 M**  
**10<sup>th</sup> Safar 1439 H**

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## ABSTRACT

**Mega Sahitna M, 2018. Improving Students Writing Skill on Descriptive Text by Estafet Strategy of the Eleventh Year Students of SMA 4 Palopo. Thesis, English Education Study Program Tarbiyah and Teachers Training Faculty State Islamic Institute of Palopo. Supervised by: (1) Madehang, S.Ag, M.Pd. and (2) Andi Tenrisanna Syam, S.Pd. M.Pd.**

*Key words: Teaching Writing, Descriptive Text, Estafet Strategy*

This thesis deals with improving students' writing skill by estafet strategy of the eleventh grade of SMA 4 Palopo. The problem statement of this thesis is estafet strategy effective to improve the students' writing skill on descriptive text of the eleventh year students of SMA 4 Palopo. The objective of the research was to find out whether estafet strategy is effective to improve students' writing skill on descriptive text of the eleventh year students' of SMAN 4 Palopo.

This research used quasi experimental. The population of this research was the eleventh grade students of SMAN 4 Palopo. The number of population was 50 students. The sample were class XI PS 1 consisted of 25 students as experimental group and class XI PS 2 consisted of 25 students as control class. The sampling technique in this research was purposive sampling. The instrument of the research was writing test. The researcher gave pretest and posttest to the students.

The result showed that the students' mean score of posttest in experimental group was 90.44 and pretest was 65.96. The mean score of posttest was higher than the mean score of pretest ( $90.44 > 65.96$ ). While the mean score of posttest in control class was 75.76 and the mean score of pretest was 60.52. The mean score of posttest was higher than the mean score of pretest ( $75.76 > 60.52$ ). The result of statistical analysis the experimental group for level of significance 0.05 with degree of freedom ( $df = 24$ ); the probability value was smaller than  $\alpha 0.00 < 0.5$  and the result of statistical analysis the control class in which the probability value was lower than  $\alpha .0.00 > 0.05$ . As a result, there was a significant difference in writing achievement between the students who are taught by using estafet strategy and those who are taught by non-using estafet strategy. Based on the result of this research, the researcher concluded that estafet strategy upgrades the students' writing.

## CHAPTER I

### INTRODUCTION

This chapter deals with background, problem statement, and objective of the research, significance of the research, scope of the research and definition of the term.

#### **A. Background**

Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill. It aims at assisting students in expressing their idea written. The experts believe that writing is as an important skill in setting. It helps learners to acquire English language because the activity stimulates thinking and facilitate them to develop some language skills simultaneously. According to Bello, writing as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentence, and large chunks of writing to communicate their ideas effectively the grammar and vocabulary they learn in class.<sup>1</sup>

There are four language skills taught in senior high school namely reading, listening, writing, and speaking. Here, the researcher emphasizes on writing skill especially how to write descriptive text with good grammar and good organization or form writing descriptive text aims at giving vivid detail of how something or

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<sup>1</sup> Bello, T. *Writing Topic for Adult ESL Students*. Paper presented at the 31st Annual Teachers of English to Speakers of Other Language Convention, Orlando, Fl, USA. 1997

someone looks and a descriptive text also tells the readers what the thing is, or what the thing does. Writing is as productive skill that quite important in developing students' competence of senior high school.

Descriptive text is one type of the texts in Senior High School which is difficult enough to be learned by the students, although the students can use simple present and adjective clause in writing descriptive text. In learning descriptive text, students may have difficulties in learning it. Students may be confused what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the topic.

The students also have to know about the structure of the English writing and the choice of words that are used in the writing. The students as academic writers have to know the process of the organization of writing. The students should be able to describe the organization and forms from a paper. Then, the student should be creative in using the technique of writing. They should know and understand to start writing, find several ideas, develop their ideas into paragraph, revise their writing and make the final writing as well as possible.<sup>2</sup>

Based on the observation and interview done by the researcher on 4 March 2017 to the English teacher in Senior High School 4 Palopo, learning process conducted in Senior High School 4 Palopo i.e., learning is centered on the teacher. Students are less active in the following learning; therefore, students just listened and noted what

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<sup>2</sup>Rochwati, " *Improving Students' Ability in Writing Descriptive Text through Group work at the First of SMAN 8 Surakarta ( Classroom Action Research )*". ( Surakarta : School of Teacher and Education Muhammadiyah University of Surakarta, 2007).

the teacher has explained. The problem faced by students among other deals with difficulty reflect on the idea on the paper, the language used was still not good; students were not interested in learning descriptive text. Sometimes students feel bored writing a long text. Based on the result of an interview with some students teacher did not use specific learning strategy that clear. In learning process teacher just gave an explanation about the descriptive text material and students just noted material that has been taught. Discussion of the group rarely done when learning interaction occurred between the students themselves and the teacher.

The researcher felt compelled to solve the problems encountered in the learning process, as well as lower write as skill of the eleventh year students of SMAN 4 Palopo in writing descriptive text. And the researcher found a solution that is through the process of teaching and learning writing because the same students' felt bored in a long text. The researcher used estafet strategy because this strategy can make students active and enjoy so that the learning process better. Estafet strategy is cooperation between students with each other in the end student can create a text chain. In this term, estafet writing is one of the teaching techniques that become a source for the teacher to solve student's problems to learn writing. The use of these teaching techniques is able to give interactive teaching learning situation in which there is active interaction between teacher-students and among students. Estafet writing is a kind of teaching technique used by teacher to help the students participate actively by expressing one's idea after another continuously based on the topic given.

In addition, application of more methods effective in estafet writing for literary writing learning because students' are more motivated to learn in groups rather than individually studied. Estafet strategy is included one of the strategies of active learning or learning by doing that aims to make the Students' associate learning as an enjoy able activity.<sup>3</sup>

Application of the estafet strategy is one means to raise the motivation of learners. This can occur due to the application of appropriate strategy enabling the learning process not only runs one direction or simply dominated by the teacher with the lecture strategy. Reasons for the selection method of writing a serial for is a learning strategy that requires learners to think a high level based on the problems presented significantly.

### **B. Problem Statement**

Based on the background the researcher formulated the research question namely:

Is estafet strategy effective to improve the students' writing skill on descriptive text of the eleventh year students of SMA 4 Palopo?

### **C. Objective of the Research**

The relation to the problem statement above, this research aims to find out whether or not estafet strategy is effective to improve students' writing skill on descriptive text of the eleventh year students' of SMAN 4 Palopo.

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<sup>3</sup>Syatariah, S , Menulis Berantai Sebagai Metode Inovatif, (Pekanbaru: CPI Rumbai 2009) p.41-42

#### **D. Significance of the Research**

Theoretically, this research could support the theory about estafet strategy which is said that it can improve writing skill. Practically, the result of the research can be used as additional information for English teachers especially in developing various strategies in teaching learning process. The students' also find an effective way to master writing skill. The result of this gave an input to the students to improve their writing skill.

#### **E. Scope of the Research**

By discipline, this research was under language teaching discipline. By content, the research is limited on teaching descriptive text. The researcher are focuses on scoring writing strategy, the categories are content, organization, vocabulary, language use, and mechanics. By activity, the researcher taught descriptive text by using estafet strategy.

#### **F. Definition of the Term**

Based on the title of this research, the expert gave definition as follows:

##### 1. Writing

Writing is one of the language skills that should be taught besides the other skills.<sup>4</sup>

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<sup>4</sup> Bello, T. *Writing Topic for Adult ESL Students*. Paper presented at the 31st Annual Teachers of English to Speakers of Other Language Convention, Orlando, Fl, USA. 1997

## 2. Descriptive text

Descriptive text is kind of text with a purpose to give information.

Kind of text is description of particular things, person, place, etc.<sup>5</sup>

## 3. Estafet strategy

Estafet strategy is the cooperation between students with each other in the end; students can create a text chain.<sup>6</sup>

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<sup>5</sup> Rochwati, “ *Improving Students’ Ability in Writing Descriptive Text through Group work at the First of SMAN 8 Surakarta ( Classroom Action Research )*”. ( Surakarta : School of Teacher and Education Muhammadiyah University of Surakarta, 2007).

<sup>6</sup> Syatariah, S , *Menulis Berantai Sebagai Metode Inovatif*, (Pekanbaru: CPI Rumbai 2009) p.41-42

## CHAPTER II

### REVIEW OF RELATED RESEARCH

This chapter deals with some previous related research findings and some pertinent idea.

#### **A. Some Previous Related Research Findings**

Mustika (2013) found that estafet strategy is an interesting technique in teaching and learning process as it made students feel fun and active in class that their writing ability is improved.<sup>7</sup>

Siu (2007) found that estafet writing in learning and teaching, especially teaching writing skills strongly influence the impact on students. Evidenced by the results achieved in research conducted Siu, more than 70% of students reported that they understand the act of writing in eight subjects and they know how to correct their own mistakes wrote after the trial.<sup>8</sup> The result was strengthened by the confirmation by the students are on the positive comments made in interviews and the most amount of correction that they made in their draft. Siu research conducted by the research to be carried out by the researchers using the same serial writing method in improving students' writing skills.

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<sup>7</sup> Mustika, U. The Ability of Writing Descriptive Text of the Tenth Grade Students of SMA N 2 Kudus in the Academic Year 2013/2014 Taught by Using Estafet Writing, (Undergraduate Thesis .Unpublished. Kudus: Muria Kudus University2013).

<sup>8</sup>Siu, Investigating The Impact of Method Estafet on The Teaching of Process Writing *skill* of Descriptive Text to the Second Grade Students of SMPN 1 Semen Kediri in Academic Year 2013

Putriyani (2013) found that estafet strategy help the Students' to get better achievement in writing descriptive text. In short, the strength of this estafet strategy can make the Students' interested and enthusiastic in writing, more focuses and comprehend about the process of writing, and in the end they will understand about the elements of writing.<sup>9</sup>

Some researcher above are relevant to this research. The similarities can be seen variables studied in the form of writing skill. The different from the first research focus on estafet strategy is an interesting technique in teaching and learning process as it made students feel fun and active in class that their writing ability is improved. The difference from the second research focus increase student interest in writing in a variety of subjects, whereas in this research is to improve the writing skills devoted to the improvement of writing sentences. The difference from the third study focuses about the process of writing, and in the end they will understand about the elements of writing. Where us descriptive text by using this research focuses on the improving students writing skill on descriptive text by estafet strategy.

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<sup>9</sup> Putriyani. The Effect of Estafet Writing Method in Teaching Writing of Descriptive Text to the Second Grade Students of SMPN 1 Semen Kediri in Academic Year 2013-2014. (Undergraduate Thesis.Unpublished. Kediri: University of Nusantara PGRI Kediri:2014)

## **B. Some Pertinent Ideas**

### **1. Writing Skills**

The primary purpose of writing is communication. Some expert who write some books in English about writing have describe and make definitions it us writing can be said to be the act of forming the symbol: making marks on a flat surface of some kinds. But writing is clearly much more than the production of sounds.<sup>10</sup> And the purpose Bell and Burnaby in David Noonan pointed out that writing is a strongly complex cognitive in which the researcher is required to demonstrate control of a number of variable's simultaneously.<sup>11</sup> Whereas Picas states there are some scientist the human being to communication and express their feeling and opinions writing is mean of both communication and self-express.<sup>12</sup> On the other side Barnet and Stub 'said that writing as physical act, it requires material and energy. And like most physical acts, to be performed fully to bring pleasure, to both performer and audience it requires practice.<sup>13</sup>

Based on the explanation expert above, the research concludes that writing is an activity or expression of language to make information or note in the form of letters, symbol, or words. People have used many tools for writing including pain,

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<sup>10</sup>Don Byrne, Teaching Writing Skills New Edition , (London and New York: Longman Publisher, 1988), P.1

<sup>11</sup> David Noonan, Design Tasks For The Communicative Classroom,(New York: Cambridge University Press, 1989), P.36

<sup>12</sup>Picas, Teaching English Writing, Essential Language Teaching Series, (London: The Macmillan Publisher, Ltd, 1987), P.5

<sup>13</sup> Barnet and stub's , practical Guide to Writing, ( Canada : Born company 4<sup>th</sup> edition 1983 )p.

pens and computer. And there are many factors influencing writing to be a good one such as grammatical, vocabularies and spelling knowledge which must be integrated to be a paragraph.

## **2. Process in Writing Something**

When students are writing-for rating, we will want to involve them in the process of writing. In the 'real world', this typically involves planning what we are going to write, drafting, reviewing and editing what we have written and then producing a final (and satisfactory) version. Many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are involved in the writing process suggests that we do all of these things again and again, sometimes in a chaotic order. Thus we may plan, draft, replace, draft, edit, re-edit, and re-plan, etc. before we produce our final version. We will need to encourage students to plan, draft and edit in this way, even though this may be time-consuming and may meet, initially, with some resistance on their part. By doing so, we will help them to be better writers both in exams, for example, and in their post-class English lives. When students write something they have to know the process in writing, in order to their writing is good and arranging. So that is why there is some way before students write something such as:

### 1. Planning

Planning is the process of researchers plan what they are going to write. Before starting to write, they try and decide what it is they are going to say. For some researcher this may involve making detail notes as their structure in writing. In planning, there are three items that has to be considered by the researchers. The purpose of their writing consist of language whom they use and information whom they choose, the researchers have to consider the audience they are writing for (how it is laid out, how the paragraph are structured and content structure talk about how best to sequence the fact, ideas or arguments).

### 2. Drafting

In this process, the researcher will revise about the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing etc. So the reflecting and revising process are often help by the other readers or editors who comment and make suggestion.

### 3. Final version

When the researchers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plant and the first draft, because things have changed in the editing process. Even when they get to what they think is their final draft they may find themselves changing their mind and Planning drafting or editing.<sup>14</sup>

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<sup>14</sup>Harmer, How to Teach Writing, (England: Pearson Education Limited, 2008), p.4

### 3. Components of Writing

There are five components of writing namely: content, organization, vocabulary, language use (grammar), and mechanic.

#### a. Content

The content of writing should be clear to a reader. So that reader can understand message conveyed and gain information from it. There are at least three things that can be measured in connecting with content, the composition should contain one central purpose only, should be developed.

#### b. Organization

In organization of writing concern with the way he writes arrange and organization the ideas or the message in the writing the purpose of organizing materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

#### c. Vocabulary

The effective use of words will always result in good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components in writing. We can express ideas deal with vocabulary. Vocabulary is all the words that a person knows or uses, all the words in a language, list of their meaning especially in a book for learning a foreign language.<sup>15</sup>

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<sup>15</sup> Oxford University Press. Oxford learner's Pocket Dictionary, (New York; 2003), p.482

#### d. Language Use (Grammar)

Language use in writing description and other from writing involves correct language and point of grammar. An adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than liter separate items of language function. And also grammar can help students improve the use of formal language.

#### e. Mechanics

There are two parts of mechanic in writing, namely function and capitalization. Function important as the way to clarify meaning. In English writing capital letter have to participation first they used to distinguish between particular and thing second, it used adjective, act. This aspect is very important since it leads reader to understanding or recognize immediately what writer means to express definitely.<sup>16</sup>

### **4. The Importance of Writing**

The researcher has found some references of the importance of the writing activities states, there are a lots the reason why the writing is very important, as follows:

1. Writing help us to organize our ideas, we can arrange them into the coherent form.
2. Writing down ideas allows us to distance ourselves when we write the topic.
3. Writing is a tool of discovery, we stimulate our though process by act of writing into information and image who have our unconscious mind.

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<sup>16</sup> Heaton, Writing English Language Test, ( New York language: 1998), p. 148

4. Writing can generate new ideas by helping us to make connecting and relationship.<sup>17</sup>

### **5. The Teaching of Writing**

Writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message. Taiga stated that writing can be interpreted as ideas for activities or ideas by using written language as a medium conveys.<sup>18</sup>

Urquhart and McIver states “Teaching writing is unique. It benefits both teacher and the students, serving as communication vehicle, assessment tool, and intellectual exercise”. To teach writing description text needs something that can make students feel fun and have a good impression, so that the students will always remember what they have got from their teacher’s explanation.

Based the psycholinguist Eric Lundeberg once noted, in a discussion of “species-specific” human behavior, that human being universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behavior. And writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message.

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<sup>17</sup> Suriani Banna, Teaching Simple Past Tense At the Tenth Year Students of PMDS Putri Through Writing Personal Experience, ( Unpublished Thesis S1 : STAIN Palopo; 2011), p. 26-27.

<sup>18</sup>Taiga, Henry Guntur,(Bandung: Ankara ,1986), p.15

## **C. The Concept of Descriptive Text**

### **1. Definition of Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. As Barbara Fine Clouse said in her book, *The Student Writer*, “Description adds an important dimension to our lives because it moves our emotion and expands our experience”.<sup>19</sup> Description expands our experience by taking us to place we might not otherwise know much.

Traditionally, descriptions are divided into two categories: objectives and subjective. In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded. The goal when we write subjective description is to create vivid mental images. To do that, we will use concrete sensory detail, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch). So, we can say that the descriptive text is the text that describes what kind of person or an object described good shape, properties, number and others in particular. Goal (purpose) of the descriptive text is clear, namely to explain, describe or disclose a specific individual or object.

### **2. Kinds of Descriptive Text**

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<sup>19</sup>Barbara fine Clouse, *The Student Write* , (McGraw-Hill Companies, Inc., 2004), p. 142

There are three kinds of describing in text is describing place, people and thing. So, it normally takes on three forms, they are:

### **1. Description of a People**

Description of people is a text that describes that people looks, such as the face, body etc. People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, “What’s so-and-like?” You might resort to identification, an impression, or a character sketch, depending on the situation. Let’s examine each.

### **2. Description of a Place**

Description of place is a text that describes the place looks, such us the condition, the situation etc. In describing a place for example a room, what should you describe first? The walls, The Floor, unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceeds to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depends on your subject and purpose.<sup>20</sup>

### **3. Description of a Things**

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<sup>20</sup> Regina L. Smalley and Mary K. Rotten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4th Edition), p.69

Description of thing is a text that describes the things looks, such as the conditions, functions etc. To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs. In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things.

### **3. Generic Structure of Descriptive Text**

1. Identification: contains the identification of matter / it will be described.
2. Description: contains the explanation / description of the thing / person to mention a few properties.

### **D. The Concept of Estafet Strategy**

In this term, Estafet writing is one of the teaching techniques that become a source for the teacher to solve Students' problems to learn writing. The use of this teaching technique is able to give interactive teaching-learning situation in which there is active interaction between teacher-Students' and among Students'.<sup>21</sup>In Estafet writing strategy, the Students in work the groups. Each group poured his feelings into snippets of text. This was done in sequence.

#### **1. Definition of Estafet Strategy**

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<sup>21</sup>Nova RindaSuviana, The Effect Of Teaching Writing Descriptive Text Using Estafet Writing at SMA Pekanbaru(2010) p.22

Syathariah states that Estafet strategy 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. It means that Estate writing is a kind of teaching technique used by teacher to help the Students' participates actively by expressing one's ideas after another continuously based on the topic given.<sup>22</sup>

Relay writing or serial writing is a learning method learning by doing or active learning that actively engage learners write a narrative essay in a way jointly or estafet. According Cahyono, This method aims to make the students associate learning as a fun activity. The learners are given the freedom to express their imagination through the imaginative writings produced together with classmates.<sup>23</sup>Estafet writing strategy is one method of active learning or learning by doing that aims to make the Students' associate learning as an enjoyable activity. In Estafet writing strategy, the Students' work the groups. Each group poured his feelings into snippets of text. This was done in sequence.

## **2. Steps of Estafet Strategy**

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<sup>22</sup>Syathariah, S, Menulis Berantai Sebagai Metode Inovatif, (Pekanbaru: CPI Rumbai 2009)

<sup>23</sup>Cahyono, A. Pembelajaran Menulis Sastra dengan Metode Estafet Writing di SMA (2011), p14

According to Syathariah (2011: 42), steps of estafet strategy learning technique as follow:

- a. Teacher asked the students to make groups 5-6 students.
- b. After that, the teacher asked the students make an opening sentence.
- c. After the students made an opening sentence, the students became the first person. Then on the first count, the teacher gave the order to raise the height of holdings learners respectively, on the second count the teacher told the students handed over to a friend of this book to her/his right.
- d. These students became the second person to be continuing his/her essay by adding a further sentence. Students are required to see the previous sentence to continue the next essay.
- e. After the second students finish, the teacher asked the student to count again to the next students in the right, so it goes clockwise, until the time is up.
- f. After the time was up, exercise book should be returned to the owners. Owners of the book read the result of essay and mark the incorrect sentence.
- g. Teacher asked one student to write the essay on the board.
- h. Teacher and the students corrected the incorrect sentence together.

### **3. Pros and Cons of Estafet Strategy**

According to Syathariah (2011: 43), the use in learning estafet strategy has the following advantages.

- a. Make learners and enthusiastic in learning.
- b. Make the learning atmosphere more fun.
- c. Learners can be more careful in carrying out learning.
- d. Studying groups in estafet strategy can motivate students who can not be able, lazy children become diligent, and children who play in learning more seriously again.
- f. Learners can learn to appreciate the success of others and accept defeat gracefully.

According to Syathariah (2011: 44), the use of learning estafet strategy has the following deficiencies.

- a. Time is limited in applying the estafet strategy in learning.
- b. Learners rush in the application of the estafet strategy.
- c. Learning atmosphere tends to be noisy because of the learner's activity.

## **E. The Concept of Paragraph**

### **1. Definition of Paragraph**

A paragraph is a group of related statements that writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea.<sup>24</sup> It is group of related sentences that develops one main idea, which is the topic of the paragraph. Each

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<sup>24</sup> Alice Oshima dan Ann Hogue, Introduction to Academic Writing, Longman, New York, 1997. P.6.

paragraph is a separate unit. It is marked by indenting the first word from the left-hand margin or by leaving extra space above and below the paragraph.<sup>25</sup>

## **2. Main parts of Paragraph**

According to F. Scoth waltres a good paragraph must consist of three main structural parts, namely topic sentences, supporting sentences, and concluding sentence.

1. The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling idea. The writer's main idea, opinion, or feeling about the topic.

2. Supporting sentence is the next part of paragraph. They develop the topic sentence by giving specific details about the topic. In order to choose detail to support the topic sentence, rephrase it as a question, and then answer that question with your supporting sentences.

3. The concluding sentence is like the topic sentence because both are general statement that introduces the topic to be discussed in the paragraph. The concluding sentence is also a general statement, but it is the last sentence and ends the paragraph.<sup>26</sup>

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<sup>25</sup> Ibid., p.71.

<sup>26</sup> Op. cit., p.71-80.

### **3. Structure of The Paragraph**

The structure of paragraph is involved in two types as follow:

a. Deductive

The deductive structure places the controlling idea for the near beginning and the topic of paragraph is the first few sentences and provides some background information or makes a general statement.

Example: yesterday it rained all day. I could still hear it raining when I went to school; the yard was full of water. The reason the yard was flooded because it rained so much.

b. Inductive

The inductive paragraph structure begins with evidence reason leading to the statement of the writer claim at the end of paragraph. The main conclusion is the most important parts of reasoning and usually comes at the end of a paragraph.

Example: when I went to school I saw that the yard was full of water. The bird bath was overflowing. The rain gauge was full; the street gutters had water flowing through them. Therefore it rained yesterday.

### **F. Theoretical Framework**

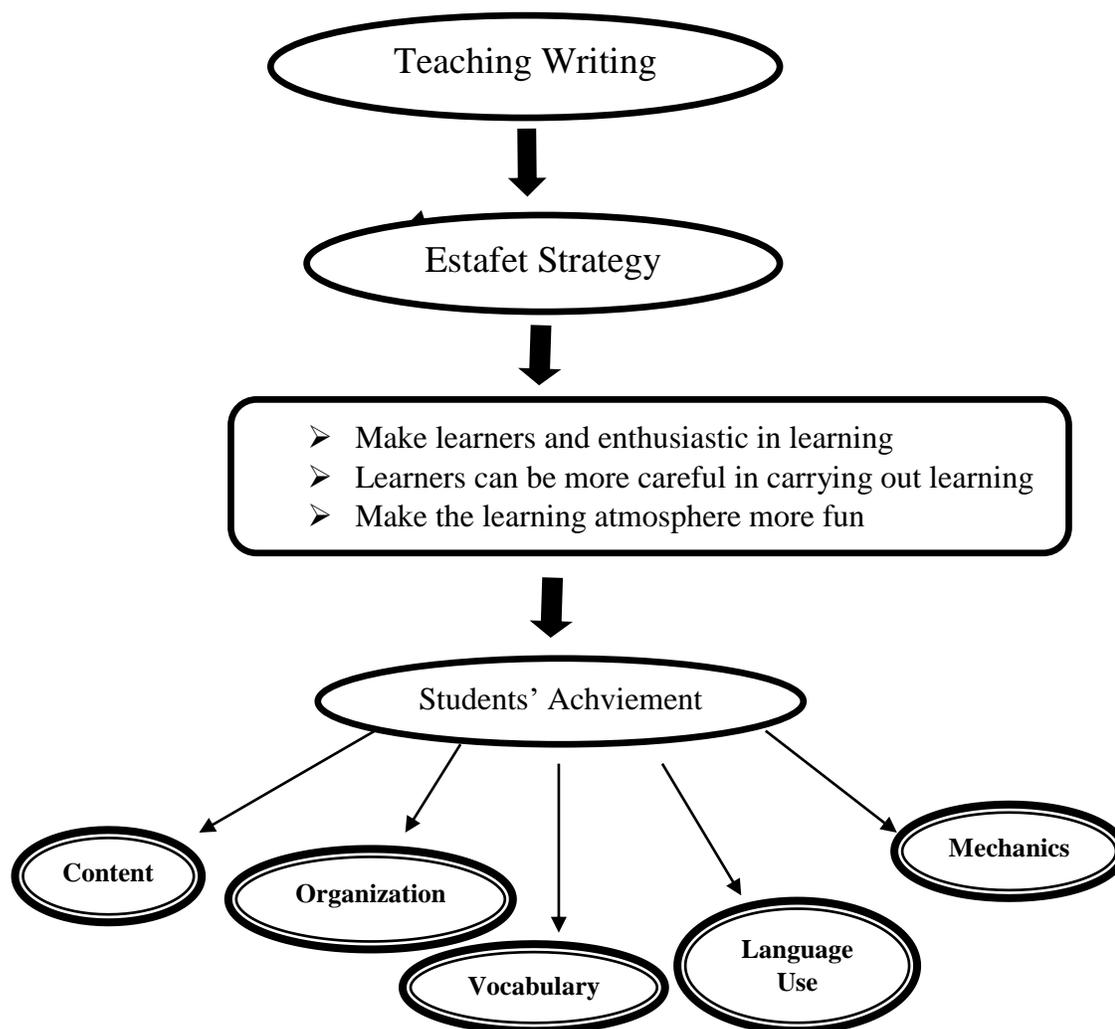
Dealing with the theories previously stated, the conceptual framework is described as follows:

The teacher gave material of descriptive text to the students. The use of media, teacher use estafet strategy. Steps of Estafet Writing:

- a. Teacher asked the students to make groups 5-6 students.
- b. After that, the teacher asked the students make an opening sentence.
- c. After the students made an opening sentence, the students became the first person. Then on the first count, the teacher gave the order to raise the height of holdings learners respectively, on the second count the teacher told the students handed over to a friend of this book to her/his right.
- d. These students became the second person to be continuing his/her essay by adding a further sentence. Students are required to see the previous sentence to continue the next essay.
- e. After the second students finish, the teacher asked the student to count again to the next students in the right, so it goes clockwise, until the time is up.
- f. After the time was up, exercise book should be returned to the owners. Owners of the book read the result of essay and mark the incorrect sentence.
- g. Teacher asked one student to write the essay result on the board.
- h. Teacher and the students corrected the incorrect sentence together.

The students' achievement it refers to writing achievement after using estafet strategy, their achievement will be calculating and determining the effectiveness of estafet strategy. Next cycle, researcher will improve the weakness from cycle one include planning, action, observation and reflection.

The conceptual framework of this research can be illustrated diagrammatically as follows:



### G. Hypothesis

Based on the literature that has been explained before, the researcher put forward the hypotheses of the research as follows:

(H<sub>0</sub>): The estafet strategy is not effective to improve students' writing skill on descriptive text.

(H<sub>1</sub>): The estafet strategy is effective to improve students' writing skill on descriptive text.

## CHAPTER III

### METHOD OF THE RESEARCH

This chapter deals with the This chapter deals with the method of the research, research variables, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

#### A. Method of the Research

##### 1. Method

This research used quasi-experimental research method. It involved two group of students with pretest and posttest design. Quasi-experimental methods that involved the creation of a comparison group are most often used when it is not possible to randomize individuals to treatment.<sup>27</sup>

The formula as follow:

$E = O_1 X_1 O_2$ $C = O_1 X_1 O_2$
-------------------------------------

Where:

- $O_1$  = Pre-test
- $O_2$  = Post-test
- $E$  = Experimental class
- $C$  = Control class

---

<sup>27</sup> Novia, Quasi Experimental Design and Methods, [File:///C:/User/NOVIA/Documents/New%20folder/Downloads/QuasiExperimental\\_Design\\_Methods\\_ENG.pdf](File:///C:/User/NOVIA/Documents/New%20folder/Downloads/QuasiExperimental_Design_Methods_ENG.pdf). Accessed on 19 May 2018

X<sub>1</sub> = Treatment for experimental class

X<sub>2</sub> = Treatment for control class

## **B. Research Variable and Definition of Variable**

a. Independent Variable in this research is estafet strategy

b. Dependent Variable in this research is students writing skill

Estafet strategy 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. It means that Estafet writing is a kind of teaching technique used by teacher to help the Students' participate actively by expressing one' s ideas after another continuously based on the topic given

Student's writing skill is specific abilities which help researcher put their thought in to words in meaningful form and mentally interact with the message. It has purpose not only for media but also giving information. Everyday many people do writing activity by using mobile phone to sending a message. It has purpose that giving information. Writing can be said to be act of forming symbols. When we write, we used graphic symbols.

## **C. Population and Sample**

### **1. Population**

In this research, the researcher took the students of SMA Negeri 4 Palopo which had eight classes and there were 25 students for each classes. So, there were 200 students.

### **2. Sample**

The researcher took two classes as her sample; they had 50 students for each group in academic year 2018/2019. The sampling technique was purposive sampling. The researcher chose purposive sampling because students' were still lack of writing ability and the students were believed can be a representative population.

## **D. Instrument of the Research**

Since the reseacher needed many data and information, the instrument of the research was written test. Written test consisted of three numbers. The test was done in two sections: pretest and posttest. The pretest and posttest were evaluated. According to a criterion – referenced score sheet. The categories are: content, organization, vocabulary, language use, and mechanics.

## **E. Procedure of Collecting Data**

### **1. Pretest**

In pretest, the research gave pretest. The test was aimed to know the students' prior knowledge on descriptive text. The pretest was the same with the posttest.

### **2. Posttest**

After conducting some treatments, the researcher gave post-test of written test to students in order to know their ability after several process of estafet strategy. Subsequently, the result of pretest and posttest calculated to measure whether or not the application of estafet strategy could improve the students' writing.

## **F. Treatment**

### **1. The Treatment of Experimental Class**

The treatment in this research was done for four times. The steps on treatment were described as follows:

- a. Teacher asked the students to make groups 5-6 students.
- b. After that, the teacher asked the students make an opening sentence.
- c. After the students made an opening sentence, the students became the first person. Then on the first count, the teacher gave the order to raise the height of holdings learners respectively, on the second count the teacher told the students handed over to a friend of this book to her/his right.

d. These students became the second person to be continuing his/her essay by adding a further sentence. Students required to see the previous sentence to continue the next essay.

e. After the second students finish, the teacher asked the student to count again to the next students in the right, so it goes clockwise, until the time is up.

f. After the time was up, exercise book should be returned to the owners. Owners of the book read the result of essay and mark the incorrect sentence.

g. Teacher asked one student to write the essay on the board.

h. Teacher and the students corrected the incorrect sentence together.

## 2. **The Treatment of Control Class**

The steps on teaching descriptive in control class described as follow:

- a. Explain about descriptive text, types, and give examples.
- b. Assigns students to describe about people, place and thing. Every meeting, the researcher gave a text with topic Nissa sabyan, English teacher, and description about school their school.
- c. Teacher asked one student to write the essay result on the board.
- d. Gave feedback (checked students assignment and returned to students).

## G. The Technique of Data Analysis

The technique of collecting data this research was as follow:

1. Scoring students' writing using scoring system using the table of scoring system :

**Table of scoring writing strategy**

Score	Level	Criteria
<b>Content</b>	30-27	<b>Excellent to very good:</b> Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	<b>Fair to poor:</b> limited knowledge of subject, little substance, inadequate development of topic.
	21-17	<b>Fair to poor:</b> limited knowledge of subject, little substance, inadequate development of topic.
	16-13	<b>Very poor:</b> does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.
<b>Organization</b>	20-18	<b>Excellent to very good:</b> fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.
	17-14	<b>Good to average:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	<b>Fair to poor:</b> non-fluent: ideas confused or disconnected: lacks logical sequencing and development.
	9-7	<b>Very poor:</b> does not communicate, no organization, OR not enough to evaluate.
<b>vocabulary</b>	20-18	<b>Excellent to very good :</b> sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	<b>Good to average:</b> adequate range, occasional error of word/idiom form,

		chooses, usage but meaning not obscured.
	13-10	<b>Fair to poor</b> : limited range: frequent errors of word/idiom form, choice, usage: meaning confused or obscured.
	9-7	<b>Very poor</b> : essentially translation ; little knowledge of English vocabulary, idioms, word firm; OR not enough to evaluate.
<b>Language Use</b>	25-22	<b>Excellent to very good:</b> effective complex constructions: few errors of agreement, tense, number, word order function, articles, pronouns, prepositions.
	21-18	<b>Good to average</b> :effectife but simple constructions; minor problem in complex constructions; several errors of agreement, tense, number word order function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	<b>Fair to poor:</b> major problem in simple/complex construction; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions; meaning confused or obscured.
	10-5	<b>Very poor</b> :virtually no master of sentence constructions rules; dominated by errors; does not communicate; OR not enough to evaluate.
<b>Mechanics</b>	5	<b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	<b>Fair to poor</b> : frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	<b>Very poor:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing;

		hand writing illegible; OR not enough to evaluate.
--	--	--

(Jacob in Hughes, 2008)

2. To classify the student score, there were five classifications which will use as follow:

No	Qualification	Score
1	Excellent	90-100
2	Good	80-89
3	Fair	70-79
4	poor	60-69
5	Very poor	0-59

(Brown, 2004, P. 287)

3. Calculating the mean score, finding out the standard deviation of the pretest and posttest computing the frequency and the rate percentage of the students' scores by using SPSS 22.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter includes two sections. The first is findings and the second is discussion.

#### **A. Findings**

The findings of the research were showed to describe the result of the data that analyzed statically and tabulating data. It comprised of the students score in pretest and posttest, classification percentage of students score in pretest and posttest for experimental and control class.

##### **1. The Analysis of Students` Score of Experimental Group and Control Class**

In this part, researcher reports the result of each group by comparing pretest and posttest and the result of both groups by comparing the pretest and posttest of both groups.

##### **a. Students` Score of Experimental Group**

###### **1) Pretest and Posttest**

In this classification, the researcher presents the percentage of the students` pretest and posttest of experimental group. It shows the students` score in experimental group before giving treatment by using estafet strategy and after the treatment.

**Table 4.1 The Rate Percentage of Students` Pretest and Posttest**

No.	Classification	Score	Pretest		Posttest	
			F	P	F	P
1	Excellent	90-100	0	0%	18	72%
2	Good	80-89	1	4%	4	16%
3	Fair	70-79	9	36%	3	12%
4	poor	60-69	10	40%	0	0%
5	Very poor	0-59	5	20%	0	0%
TOTAL			25	100%	25	100%

Table 4.1 showed that most of students in experimental group are fair and poor before giving the treatment. Nine students or 36% were in fair classification, ten students or 40 % poor, five students or 20% very poor, one student or 4% were in good classification and none of them were in excellent classification. After giving the treatment, there four students or 16% were in good classification, three students or 12% were in fair, none of them were in poor and very poor classification, and 18 students or 72% were in excellent classification.

In experimental class, the students' posttest in terms of *content* components, the data showed that there are seventeen students who got 27-30 score which was classified as very good to excellent, there are five students who got 22-26 score which was classified as good average to good, there are three students who got 17-21 score which was classified as poor to fair, and that is not students who got 13-16 score which was classified as very poor. *Organization* component, the data showed that 23 students who got 18-21 score which was classified as very good to excellent, there are two students who got 14-17 score which was classified as average to good,

and none of them was classified as fair to poor and very poor. *Vocabulary* component, the data showed that 21 students who got 18-20 score which was classified as very good excellent, there are four students who got 14-17 score which was classified as average to good, and none of them was classified as fair to poor and very poor. *Language Use* component, the data showed that 16 students who got 22-25 score which was classified as very good to excellent, there are seven students who got 18-20 score which was classified as average to good, there are two students who got 11-17 score which was classified as poor to fair, and that is not students who got 5-10 score which was classified as very poor. And *mechanics* component, , the data showed that 25 students who got 5 score which was classified as very good to excellent, and none of them was classified as average to good, fair to poor and very poor.

## **2) The Mean Score and Standard Deviation of Students` Pretest and Posttest**

The result of the students` pretest and posttest of experimental group is indicated by the mean score and standard deviation. The analysis of the mean score meant to know if there was a difference between the students` score in pretest and posttest of experimental group.

**Table 4.2 The Mean Score and Standard Deviation of Students` Pretest and Posttest**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	50.00	80.00	65.9600	7.28858
Posttest	25	70.00	97.00	90.4400	7.28629
Valid N (listwise)	25				

Table 4.2 showed that there was a difference between the mean score of pretest and posttest in the experimental group. The mean score of posttest was higher than the mean score of pretest ( $90.44 > 65.96$ ). It means that there was an improvement after giving the treatment by using estafet strategy. The standard deviation of posttest was lower than the standard deviation of pretest ( $7.286 < 7.288$ ). It means that the scores range of posttest was closer than the score range of pretest to the mean score.

### 3) The Calculation of t-test Pretest and Posttest

The data showed in the Table 4.3.below indicates the students' score of experimental group before conducting the treatment (pretest) and after the treatment (posttest).

**Table 4.3 The Paired Samples Test of Pretest and Posttest**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	24.48000	8.31725	1.66345	-27.91319	-21.04681	-14.716	24	.000

Table 4.3 indicated that the statistical hypothesis is based on statistic test of pretest and posttest in probability value (significant 2-tailed), probability value is lower than alpha ( $0.00 < 0.05$ ). It means that there was a statistically significant difference between students' score in pretest and posttest of experimental group giving treatment by using estafet strategy upgrade students' writing of experimental group.

## b. Students' Score of Control Class

### 1) Pretest and Posttest

The following table was the data obtained from the control class before and after treatment by using estafet strategy.

**Table 4.4 The Rate Percentage of Students' Pretest and Posttest**

No.	Classification	Score	Pretest		Posttest	
			F	P	F	P
1	Excellent	90-100	0	0%	0	0%
2	Good	80-89	0	0%	9	36%
3	Fair	70-79	4	16%	10	40%
4	poor	60-69	10	40%	6	24%
5	Very poor	0-59	11	44%	0	0%
<b>TOTAL</b>			25	100%	25	100%

Table 4.4 showed that most of students in control class were classified poor before giving treatment ten students or 40% were in poor classification, 11 students or 44% were in very poor classification, four students 16% were in fair classification, and none of them were in good and excellent classification. After giving the treatment by using non-estafet strategy, most of students were still in poor and fair classification, six students or 24% were in poor classification, ten students or 40%

were in fair, nine students or 36% were in good classification and none of them were in very poor and excellent classification.

in control class, the students' posttest in term of *content* component, there the data showed is no students who got 27-30 score which was classified as very good to excellent, there are 11 students who got 22-26 score which was classified as good average to good, there are 14 students who got 17-21 score which was classified as poor to fair, and that is not students who got 13-16 score which was classified as very poor. *Organization* component, there data showed that six students who got 18-20 score which was classified as very good to excellent, there are 19 students who got 14-17 score which was classified as average to good, and none of them was classified as fair to poor and very poor. *Vocabulary* component, there the data showed that 2 students who got 18-20 score which was classified as very good excellent, there are 22 students who got 14-17 score which was classified as average to good, there are 14 students who got 10-13 score which was classified as poor to fair, and that is not students who got 7-9 score which was classified as very poor. *Language Use* component, there data showed that is no students who got 22-25 score which was classified as very good to excellent, there are 13 students who got 18-21 score which was classified as average to good, there are 12 students who got 11-17 score which was classified as poor to fair, and that is not students who got 5-10 score which was classified as very poor. And *mechanics*, there data showed that 16 students who got 5 score which was classified as very good to excellent, there are 8 students who got 4

score which was classified as average to good, there are one students who got 3 score which was classified as poor to fair, and none of them was classified as very poor.

## 2) The Mean Score and Standard Deviation of Students' Pretest and Posttest

The result of the students' pretest and students' posttest of control class was indicated by the mean score and standard deviation. The analysis of the mean score was meant to know if there was a difference between the students' score in pretest and posttest of control class. The standard deviation was needed to know how closer the scores to the mean score.

**Table 4.5 The Mean Score and Standard Deviation of Students' Pretest and Posttest**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	50.00	75.00	60.5200	6.72756
Posttest	25	65.00	86.00	75.7600	7.06682
Valid N (listwise)	25				

Table 4.5 showed that the mean score of posttest was higher than the mean score of pretest in control class ( $86.00 > 75.00$ ) and the standard deviation in posttest is higher than the standard deviation of pretest ( $7.06 < 6.72$ ). It means that there was improvement of the students' score in control.

## 3) The Calculation of t-test Pretest and Posttest

The data showed in the Table 4.6 below indicates the students' score of control class before conducting the treatment (pretest) and after the treatment (posttest).

**Table 4.6 The Paired Samples Test of Pretest and Posttest**

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - posttest	-15.24000	7.79573	1.55915	-18.45792	12.02208	-9.775	24	.000

Table 4.6 indicated that probability value was higher than alpha ( $.000 > 0.05$ ). It means that there was no statistically significant improvement of students' score of control class after giving the treatment by using non-estafet strategy.

### c. Students' Score of Experimental Group and Control Class

#### 1) Pretest

The researcher found the pretest results of the students in frequency and percentage for experimental group and control class as shown below:

**Table 4.7 The Rate Percentage of Students' Pretest**

Classification	Score	Experimental		Control	
		F	P	F	P
Excellent	90-100	0	0%	0	0%
Good	80-89	1	4%	0	0%
Fair	70-79	9	36%	4	16%
Poor	60-69	10	40%	10	40%

Very poor	0-59	5	20%	11	44%
TOTAL		25	100%	25	100%

Table 4.7 showed that most of the students' pretest results for experimental group were in fair and poor classification, the data showed that those ten students or 40% out of 25 students got poor classification, and some of them five students or 20% were in very poor classification, one student or four % were in good classification.

In control class, Table 4.7 indicated that most of the students were in very poor and poor classification. 11 students or 44% out of 25 students were in very poor classification, ten students or 40% were in poor classification, four students or 16% were in fair classification and there was none belonged to the good and excellent classification. It is found the same like in the experimental group that there was none in excellent classification.

## 2) Posttest

Table 4.8 showed below describes that the frequency and percentage of the students' posttest score taught by estafet strategy was different from those who taught by using non-estafet strategy.

**Table 4.8 The Rate Percentage of Students' Posttest**

No.	Classification	Score	Experimental		Control	
			F	P	F	P
1	Excellent	90-100	18	72%	0	0%
2	Good	80-89	4	16%	9	36%
3	Fair	70-79	3	12%	10	40%
4	Poor	60-69	0	0%	6	24%
5	Very poor	0-59	0	0%	0	0%
Total			25	100%	25	100%

Table 4.8 indicated that out of 25 students in experimental group, 18 students 72% were in excellent classification, four students or 16% were in good classification, and three students or 12% were in fair classification, and found that none of them got poor and very poor.

In control class, it was found that none of the got excellent and very poor classification, and most of them were still in fair classification (ten students or 40%). nine students or 36% were in good classification and six others or 24% were in classification.

### **3) The Mean Score and Standard Deviation of Students' Pretest**

Before the treatment conducted both of the experimental and control class were given pretest to know the students achievement on writing knowledge. The purpose of the test was to find out whether both experimental and control class were in the same level or not. The standard deviation was meant to know how close the scores to the mean score.

#### **Table 4.9 The Mean Score and Standard Deviation of Students' Pretest**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
experimental	25	50.00	80.00	65.9600	7.28858
Control	25	50.00	75.00	60.5200	6.72756
Valid N (listwise)	25				

Table 4.9 above showed that the mean score of students' pretest of experimental group was 65.96 and control class was 60.52. Based on the Table 4.11 shown above, it was concluded that the students' mean score of experimental group was statistically the same with control class.

#### 4) The Calculation of t-test Pretest

The data showed in the Table 4.10 below indicates the achievement of experimental and control class before giving the treatment.

**Table 4.10 The Paired Samples Test of Pretest**

	Paired Differences						T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair Experimental – Control	5.44000	9.97948	1.99590	1.32067	9.55933	2.726	24	.012	

Based on the statistics test of pretest in probability value (significant 2-tailed), probability value is higher than alpha ( $0.12 > 0.05$ ). It means that there was no a statistically significant difference between the average scores of the students' pretest

in both experimental and control class. In other words, the students' score of both groups before conducting the treatments was almost the same.

### 5) The Mean Score and Standard Deviation of Students' Posttest

In this section, the researcher present the difference of the students' score after treatment of experimental group and control class. The result of posttest is shown in table below:

**Table 4.11. The Mean Score and Standard Deviation of Students' Posttest**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
experimental	25	70.00	97.00	90.4400	7.28629
Control	25	65.00	86.00	75.7600	7.06682
Valid N (listwise)	25				

Table 4.11 showed that the mean scores of both experimental and control class were different after treatment. The mean score of experimental group was higher than control class ( $90.44 > 75.76$ ) and the standard deviation for experimental group was 7.28 and control class was 7.06.

It showed that after giving the treatment, the result of experimental group on the mean score is higher than the control class. It proves that estafet strategy upgrades students' writing rather than non-estafet strategy.

### 6) The Paired Sample of t-test Posttest

The data were showed in the Table 4.12 below indicated the achievement of experimental and control class after the treatment.

**Table 4.12. The Paired Samples Test Posttest**

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Samples 1: Experimental – Control	14.68000	8.98944	1.79789	10.96934	18.39066	8.165	24	.000

Table 4.12 above indicated that the statistical hypothesis is based on statistics test in Probability value (significant 2 tailed), the Probability value was lower than alpha ( $0.00 < 0.05$ ). It means that  $H_1$  was accepted and  $H_0$  was rejected. It was concluded that after giving the treatment to the both groups, using estafet strategy in experimental group and non-estafet strategy in control class, the students' score of both groups was statistically different. It indicated that estafet strategy is more effective rather than non-estafet strategy in upgrading students' writing.

## 7) Students' Score Achievement

The tabulation data for the students' score achievement can be seen as follows:

**Table 4.13. Students' Writing Achievement**

	Pretest		Posttest	
	Experimental	Control	Experimental	Control
Respondents	25	25	25	25
Mean	65.96	60.52	90.44	75.76
SD	7.28	6.72	7.28	7.06

Table 4.13 above showed that the total number of respondents for each group which experimental group were 25 students and control class were 25 students. The mean score and standard deviation showed difference in pretest and posttest to both groups.

From the data showed in the Table 4.15, the mean score pretest of experimental group and control class was statistically the same before giving the treatment. After giving the treatment, the posttest score of both groups; experimental and control class shows a difference mean score.

## B. Discussion

The discussion deals with argument and further interpretation of the research findings in students' score both pretest and posttest results of experimental and control class.

There are five items the researcher analyze of writing assessment namely content, organization, vocabulary, language use, and mechanics. Students A in posttest got average to good classification in component *content*, *organization* component got average to good classification, *vocabulary* component got average to good classification, *language use* component got fair to poor classification and *mechanics* got excellent to very good classification. Student B in posttest *content* got excellent to very good classification, *organization* got excellent to very good classification, *vocabulary* got excellent to very good classification, *language use* got excellent to very good classification, and *mechanics* got excellent to very good classification. Students C in posttest student C *content* got fair to poor classification, *organization* got excellent to very good classification, *vocabulary* got excellent to very good classification, *language use* got fair to poor classification and *mechanics* got excellent to very good classification.

In this section, the discussion deals with estafet strategy and non estafet strategy in teaching writing. Although both strategies, estafet and non estafet strategy, could be applied in teaching writing, the application of estafet strategy in teaching writing significantly. It was proven by the result of students' score of pretest and posttest of each group, the mean score and standard deviation were analyzed in this case. In experimental group, the mean score of posttest was higher than the mean score of pretest ( $90.44 > 65.96$ ) and the difference was statistically significant because of the t-test of posttest where probability value was lower than alpha ( $0.00 < 0.05$ ).

While in control class, the mean score of posttest was also higher than the mean score of pretest ( $75.76 > 60.52$ ) but the difference was not statistically significant because probability value was lower than alpha ( $.000 < 0.05$ ). It was also strengthened by comparing the mean score of posttest of both groups and then by calculating t-test of posttest. The mean score of students' posttest in experimental was 90.44. While the mean score of students' posttest in control class was 75.76. The t-test of the posttest shown that there was a significant difference where probability value was lower than alpha ( $0.00 < 0.05$ ). Thus, if both strategies were compared in the implementation of teaching writing, the estafet strategy was better than non- estafet strategy

Based on the students' score in pretest, both experimental and control class have the same ability before giving the treatment. Students' score of both groups in posttest are significantly difference. In experimental class, the students' posttest in terms of *content* components, the data showed that there are seventeen students who got 27-30 score which was classified as very good to excellent, there are five students who got 22-26 score which was classified as good average to good, there are three students who got 17-21 score which was classified as poor to fair, and that is not students who got 13-16 score which was classified as very poor. *Organization* component, the data showed that 23 students who got 18-21 score which was classified as very good to excellent, there are two students who got 14-17 score which was classified as average to good, and none of them was classified as fair to poor and very poor. *Vocabulary* component, the data showed that 21 students who got 18-20

score which was classified as very good excellent, there are four students who got 14-17 score which was classified as average to good, and none of them was classified as fair to poor and very poor. *Language Use* component, the data showed that 16 students who got 22-25 score which was classified as very good to excellent, there are seven students who got 18-20 score which was classified as average to good, there are two students who got 11-17 score which was classified as poor to fair, and that is not students who got 5-10 score which was classified as very poor. And *mechanics* component, , the data showed that 25 students who got 5 score which was classified as very good to excellent, and none of them was classified as average to good, fair to poor and very poor.

In contrast to, in control class, the students' posttest in term of *content* component, there the data showed is no students who got 27-30 score which was classified as very good to excellent, there are 11 students who got 22-26 score which was classified as good average to good, there are 14 students who got 17-21 score which was classified as poor to fair, and that is not students who got 13-16 score which was classified as very poor. *Organization* component, there data showed that six students who got 18-20 score which was classified as very good to excellent, there are 19 students who got 14-17 score which was classified as average to good, and none of them was classified as fair to poor and very poor. *Vocabulary* component, there the data showed that 2 students who got 18-20 score which was classified as very good excellent, there are 22 students who got 14-17 score which was classified

as average to good, there are 14 students who got 10-13 score which was classified as poor to fair, and that is not students who got 7-9 score which was classified as very poor. *Language Use* component, there data showed that is no students who got 22-25 score which was classified as very good to excellent, there are 13 students who got 18-21 score which was classified as average to good, there are 12 students who got 11-17 score which was classified as poor to fair, and that is not students who got 5-10 score which was classified as very poor. And *mechanics*, there data showed that 16 students who got 5 score which was classified as very good to excellent, there are 8 students who got 4 score which was classified as average to good, there are one students who got 3 score which was classified as poor to fair, and none of them was classified as very poor.

The result on posttest was significant difference between experimental group and control class because in experimental group the used treatment estafet strategy in teaching writing skill. This strategy can make students active and enjoy, make the learning atmosphere more fun, and student who play in learning more seriously again so that the learning process better. And control class just used conventional method. The students' score achievement taught writing by using estafet strategy is higher than non estafet strategy.

The comparison of the students' score of both groups could be supported by analyzing the result of posttest. In pretest result, no one of 25 students either experimental group or control class was classified excellent classification (Table

4.10). After giving treatments in experimental group with estafet strategy, the result of posttest were 18 students (72%) got excellent classification, none of them was poor and very poor, and three were in fair classification, four students or 16% got good classification (Table 4.8). Otherwise, nine students got good in result of posttest in control class. Most of them were classified at fair classification (ten students or 40%).

There are some similarities and differences between this research and the previous related research finding Mustika (2013), found that estafet strategy is an interesting technique in teaching and learning process as it made students feel fun and active in class that their writing ability is improved. And this researcher focuses in writing skill, but in this researcher had the same using estafet strategy.

There are some similarities and differences between this research and the previous related research finding Siu (2007) The researcher found that estafet writing in learning and teaching, especially teaching writing skills strongly influence the impact on students. The researcher found that the use teaching focuses writing skills but in this researcher had the same using serial writing method in same serial writing method in improving students writing skills.

There are some similarities and differences between this research and the previous related research finding in Putriyani (2013) found that estafet strategy help the Students' to get better achievement in writing descriptive text. In short, the strength of this technique can make the Students' interested and enthusiastic in writing, more focus and comprehend about the process of writing, and in the end they

will understand about the elements of writing. The research found that focuses about the process of writing, and in the end they will understand about the elements of writing. in this researcher also focuses in writing ability but specific to improve writing descriptive text.

Based on the result of data analysis, researcher concluded that estafet strategy is strongly recommended as one strategy in upgrading students` writing because in teaching writing estafet strategy has great benefits that may serve a variety of learning purpose. It may provide students with a systematic means to integrate their new knowledge and stimulate them to use that knowledge to interact with the tex