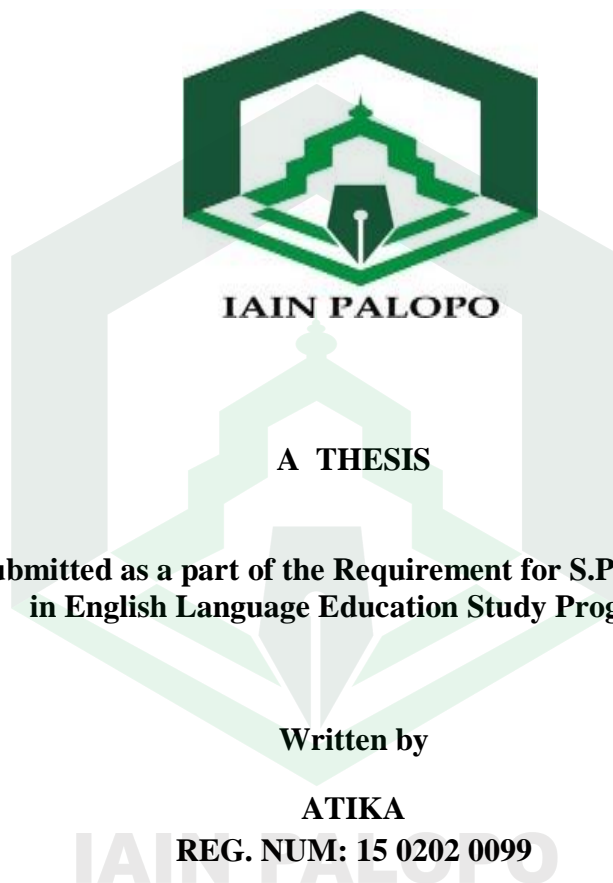# THE USE OF ESTAFET WRITING TO TEACH DESCRIPTIVE TEXT OF THE TENTH GRADE STUDENTS OF MADRASAH ALIYAH NEGERI PALOPO

A THESIS

**Submitted as a part of the Requirement for S.Pd Degree
in English Language Education Study Program**

Written by

**ATIKA
REG. NUM: 15 0202 0099**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2020**

THE USE OF ESTAFET WRITING TO TEACH DESCRIPTIVE TEXT OF THE TENTH GRADE STUDENTS OF MADRASAH ALIYAH NEGERI PALOPO

IAIN PALOPO

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Submitted as a part of the Requirement for S.Pd Degree in English Language Education Study Program

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ATIKA
REG. NUM: 15 0202 0099

Supervisor by

1. **Dr. Rustan S, M.Hum**
2. **Andi Tenrisanna Syam, S.Pd., M.Pd**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
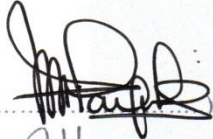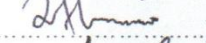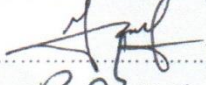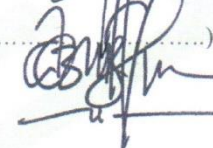**STATE ISLAMIC INSTITUTE OF PALOPO**
2020

THESIS APPROVAL

This thesis, entitled **"The Use of Estafet Writing To Teach Descriptive Text of the Tenth Grade Students of Madrasah Aliyah Negeri Palopo "**written by **Atika, Reg. Number 15.02.02.0099**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Tuesday, January 28th 2020 M** , coincided with **Jumadil akhir 3th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, **January 28th 2020 M**
Jumadil akhir 3th 1441 H

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum.   Chairman   (.....................)

2. Dr. Masruddin, S.S., M.Hum   Examiner I   (.....................)

3. Muhammad Iksan, M.Pd   Examiner II   (.....................)

4. Dr. H. Rustan, M.Hum   Consultant I   (.....................)

5. Andi Tenrisanna Syam, S.Pd., M.Pd Consultant II (.....................)
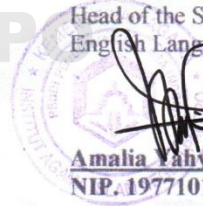
Approved by;

The Dean of Tarbiyah and
Teacher Training Faculty

Dr. Nurdin K, M.Pd.
NIP. 1968 1231 199903 1 014

Head of the Study Program
English Language Education

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

STATEMENT OF AUTHENTICITY

I, who undersigned below :

Name	: Atika
Registration Number	: 15 0202 0099
Faculty	: Tarbiyah and Teacher Training
Study Program	: English Education Program

Stating exactly that:

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 09 February 2022

Regards,

Atika

Reg. Number. 15 0202 0099

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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The researcher expresses her appreciation and thankful to the all of the people who have given motivation, support and suggestion to the researcher in finished this thesis. The researcher's special thankful to:

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3. Dr. Nurdin K, M.Pd.I, as the Dean of Tarbiyah and Teacher Faculty.

ABSTRACT

Atika, 2020. The Use of Estafet Writing to Teach Descriptive Text of the Tenth Grade Students of Madrasah Aliyah Negeri Palopo. Thesis, English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Supervised by: (1) Dr. Rustan S, M.Hum and (2) Andi Tenrisanna Syam, S. Pd.., M.Pd.

Key Words *: Teaching Writing, Estafet Writing Strategy, Quasi Experimental Method*

The title of the research was the use of estafet writing to teach descriptive text of the tenth grade students of Madrasah Aliyah Negeri Palopo. The problem statement of the research: Does the students who are taught by using estafet writing strategy have better achievement than those who are taught by using non-estafet writing strategy?. The objective of the research was to find out whether or not the students who are taught by using estafet writing have better achievement than the students who are taught by using non-estafet writing strategy.

This research applied quasi-experimental method. The population of this research was tenth grade students of Madrasah Aliyah Negeri Palopo in 2018/2019 academic year. The total of population was 270 students. The sample were class X IIK 1 consisted of 20 students as experimental class and class X IIK 2 consisted of 20 students as control class. The researcher applied purposive sampling technique. The instrument of the research was writing test. The researcher gave pretest and posttest to the students.

The result showed that the mean score of posttest in experimental class, the mean score of post-test was higher than the mean score of pre-test (75. 4000>53.5000). While in control class, the mean score of posttest was also higher than the mean score of pretest (57.2000>48.8000). As a result, there is a significant difference in writing achievement between the students who are taught by using estafet writing strategy and those who are taught by non-estafet writing strategy. Based on the result of this research, the researcher concluded that estafet writing strategy can improve the students' writing skill.

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CHAPTER I

INTRODUCTION

A. Background

Writing is one of the language skills by which students can express their ideas in written form. In teaching writing, the teacher helps the students how to write well and effectively. Teacher has to guide the students to develop the student's creativity in writing. That learning to write a second language is merely learning to put down on paper conventional, symbol of the writing system that represents he utterances have in mind, but it is also purposeful selection and organization of ideas, facts, and experience. According to Richard and Renandya writing is considered the most difficult skill among four skills in language for English and foreign language learners since it is an active and productive skill.[1] This skill requires thinking strategies that allow the individual to express his or herself competence in the other language. It is also a complex activity that requires a certain level of linguistics knowledge, writing convention, vocabulary, and grammar.

Based on the writer's observation in Teaching MAN Palopo, the writer found the most of the students have a low ability in learning English writing especially when the teacher asked the students to write down descriptive text. The students are difficult in conveying an idea, many students were not interested in writing because

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[1] Jack C, Richard and Willy A, Renandya, Methodology in Language Teaching (New York: Cambridge University Pers, 2002), 303.

they are bored with the teaching atmosphere in the class and the way of teacher in teaching is uninteresting.

Based on the preliminary observation that conducted was on the 22nd of August 2019 in MAN Palopo the students often found some difficulties in writing. The students usually felt difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination. Besides that, one of the factors causing difficulties in writing descriptive text is the teacher used monotonous method in teaching and she taught without media. These are some reasons that make students difficulties in writing. Thus, the teacher requires media in teaching writing descriptive text that helps students to organize their ideas and develop their imaginations.

Based on the cases above, learning strategy is very needed to reach the students' interest in studying such as estafet writing. Estafet writing is one strategy in teaching writing descriptive text. According to Rangkuti (2017), found that estafet writing was conducted in learning English writing. It concludes estafet writing can improve students' writing ability.[2] Ditya (2017), found that estafet writing has a significant effect on writing quality.[3] It can conclude that estafet writing is effective in teaching writing. Teaching writing descriptive text through estafet writing as a

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[2] Rangkuti, M. The Use of Estafet Writing Method to Improve Students' Ability in Writing Narrative text at the 8 Grade Students of SMP 17 Medan in Academic Year 2016-2017, (Univesitas Sumatra Utara: 2017)

[3] Ditya, Andika A.A. The effectiveness of estafet writing in teaching writing of narrative text (an experimental research at the tenth grade of ma al-islam jamsaren surakarta), IAIN Surakarta: 2017

strategy can be a good option. Today, estafet writing would be an interesting strategy when it combines with writing especially descriptive text.

According to Ariyani (2015), estafet writing is one strategy that can be used by English teachers to improve students' writing skills. It is used as a strategy to exercise their ability in writing.[4] Also, Sahitna (2018) said that estafet writing is one strategy that can be used in writing. It makes something clearer. It also can be used to create situations for writing classes more clearly.[5] Thus, estafet writing can be used to teach writing especially descriptive text. It can help students to make descriptive text easily.

From the observation conducted by the researcher from the explanation above, the students need a new method to make students enjoy the lesson and should make them not be bored. Teacher should be creative and must be able to see what the students need in the learning process. The students need a new method to achieve the students' writing. Method is a program procedure that defined as part of a class and included in any object of that class. There are many kinds of technology in the teaching writing process. One of them is Estafet Writing Method. The researcher interests in the estafet writing method for teaching because it can improve their writing especially in descriptive text. Estafet Writing is effective to develop the

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[4] Ariyani, Z. The Use of Estafet Writing with Chained Picture to Improve Students' Writing Skill on Narrative Text (a Classroom Action Research at the 10th Grade of MAN 01 Kudus in the Academic Year of 2015/2016)

[5] Sahitna, M. Improving Students' Writing Skill on Descriptive Text by Estafet Strategy of the Eleventh Year Students of SMAN 4 Palopo. IAIN Palopo : 2018.

students' ability in writing descriptive text. Therefore, using the estafet writing method in the descriptive text can help the students to develop their idea into descriptive text and also can motivate the student to write their idea or opinion.[6]

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

Based on the explanation above, the researcher concludes that Estafet Writing is important because it can help students in writing descriptive text.

B. Research Question

Based on the background of the study, the statement of the problem of the research is :

"Do the students who are taught by using estafet writing strategy have better achievement than those who are taught by using non-estafet writing strategy?"

C. Objective of the Research

Based on the research problem previously, the purpose of the study is to find out whether or not the students who are taught by using estafet writing have better achievement than the students who are taught by using a non-estafet writing strategy.

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[6] Syatariah, S , Menulis Berantai Sebagai Metode Inovatif, (Pekanbaru: CPI Rumbai 2009) p.41-42

D. Significance of Research

this research is significant. They are theoretically and practically. Theoretically, this research will be a useful contribution to the theory of teaching in the field of writing skills. Practically, this research is expected to be useful for the teacher, students, and further researchers.

1. English Teacher

research can be information for the teachers when their Students find difficulties in learning writing especially writing descriptive texts.

2. Students

estafet writing strategy can motivate the students to write. It will be helpful for the students to understand how to improve writing skill.

3. Further researcher

can be a reference for the researcher so that this research will be refined.

E. Scope of the Research

By discipline, this research is found on students ability under applied English language teaching discipline. By activity, the researcher taught writing to the students by using an estafet writing strategy. By content, this research discussed descriptive text (describing people).

F.   Operational Definition

To classify the terms used in this research the writer puts some operational definitions below :

1. Descriptive text

text is a kind of text with a purpose to give information. Kind of text is a description of particular things, person, place, etc.

2. Estafet writing

Estafet writing strategy is the collaboration between students with each other in the end students can make a text chain.
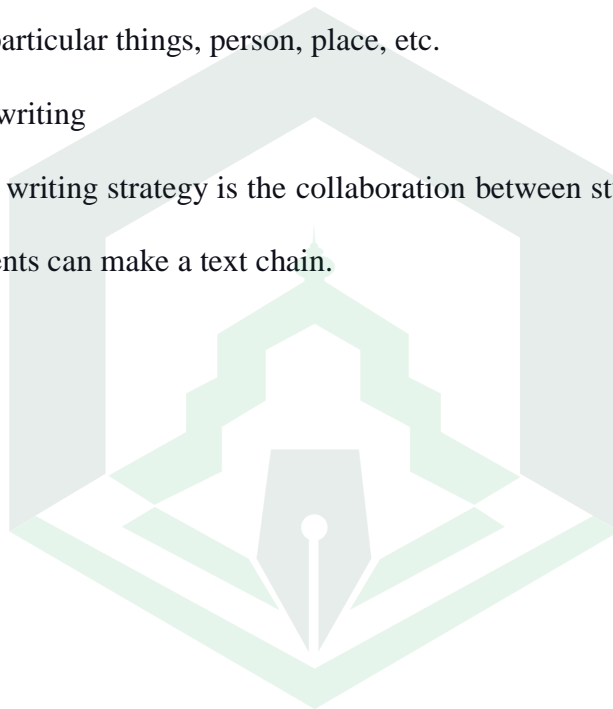
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In writing this thesis the researcher finds some researchers related which make the writer eager to hold the research, those are:

Ariyani (2015) in her research entitled "The Use of Estafet Writing with Chained Picture to Improve Students' Writing Skill on Narrative Text (A Classroom Action Research at the 10th Grade of MAN 01 Kudus in the Academic Year of 2015/2016)" This research was a Classroom Action Research (CAR) done through two cycles. The subject of this research was the X MIA 2 students of MAN 01 Kudus in the academic year of 2015/2016. The data were obtained through observation, tests, and questionnaires. The result of this research showed that the students' mean score in the preliminary research is 51.92 or 15.4% students achieved the minimum standard score, the students' mean score in cycle 1 63.92 or 43.5% students who achieved the minimum standard score (KKM) and the students' mean score in cycle 2 is 72.25 or 82.5% students who achieved the minimum standard score (KKM).[7]

Ditya (2017) in his research entitled "The effectiveness of estafet writing in teaching writing of narrative text (an experimental research at the tenth grade of ma al-Islam jamsaren Surakarta)" The research design in this research was quasi-

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[7] Ariyani, Z. The Use of Estafet Writing with Chained Picture to Improve Students' Writing Skill on Narrative Text (A Classroom Action Research at the 10th Grade of MAN 01 Kudus in the Academic Year of 2015/2016)

experimental research (Pretest, post-test design) with a quantitative approach. The population of this research was the tenth-grade students of MA Al-Islam Jamsaren Surakarta in the academic year of 2015/2016. The sample of this research was the students of X IPA as the experimental group and X IPS 2 as control group. The experimental group and control group were chosen by using cluster random sampling technique. The result of the research showed that the estafet writing technique is effective to teach writing narrative text. In other words, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. Therefore, teaching writing narrative text by using the estafet writing technique is effective.[8]

Rangkuti (2017) in her research entitled "The Use of Estafet Writing Method to Improve Students' Ability in Writing Narrative text at the 8 Grade Students of SMP 17 Medan In Academic Year 2016-2017" she motivated by some problems that found by students in writing a text. It is based on the observation that indicates that students' ability in writing a text especially writing a narrative text is still low. Therefore, suitable to the learning objectives was conducted. One of the efforts that can use is used estafet writing as a method in learning English writing. This research aims to express the implementation of estafet writing method in learning writing a

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[8] Ditya, Andika A.A. The effectiveness of estafet writing in teaching writing of narrative text (an experimental research at the tenth grade of ma al-islam jamsaren surakarta), IAIN Surakarta: 2017.

narrative text and to express the improvement of students' ability in writing narrative text.[9]

Some The researcher above is relevant to this research. The similarities are all of the researchers researched writing skills. However, the first researcher applied classroom action research while this research applied quasi-experimental. The second researcher focused on the narrative text while this research focused on descriptive text. The third researcher taught the second grade of junior high school while this research taught the tenth grade of senior high school. However, Rangkuti applied Classroom Action Research while this research applied quasi-experimental.

Based on the research finding above it can be inferred that there are many kinds of teaching estafet writing of writing. Each method can be applied in anyways as long as it is suitable for the students. So that, the writer will research by using strategy teaching estafet writing.

B. The Concept of Writing

1. Definition of Writing

Writing is one of the language skills learned by students in their school. For almost students think that writing is unbearably difficult. They consider writing as the most difficult skill to be acquired. This opinion is supported by Richards and Renandya states that writing is the most difficult skill for second language learners to

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[9] Rangkuti, M. The Use of Estafet Writing Method to Improve Students' Ability in Writing Narrative text at the 8 Grade Students of SMP 17 Medan in Academic Year 2016-2017, (Univesitas Sumatra Utara: 2017)

master.[10] The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. But the writer believes that everyone can master and manage the writing skill if they want to do practice well. Gordon Taylor says that writing is the seed, the fruit and the pickle of our understanding.[11] So, writers need to know what they are talking about if they want to write well. There are many definitions of writing given by experts from many resources. Harmer states that writing is a basic language skill, just as important as speaking, listening and reading.[12] It means that writing is one of the basic important skills that give influence to other skills.

On the other hand, Besral says that "writing is a process of thinking deeply and transfer it into the form of written text by considering the reader and also the components of writing itself.[13] By writing, we can share our idea, feeling or anything that exists in our mind, and then it is written on paper or nowadays on a computer screen. Besides, Harmer says that writing is "a form of communication to deliver through or to express feeling through written form."[14] Then, Mary Fitzpatrick says

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[10] Jack C, Richard and Willy A, Renandya, Methodology in Language Teaching (New York: Cambridge University Pers, 2002), 303.

[11] Gordon Taylor, A Student's Writing Guide (New York: Cambridge University Pers, 2009), 2.

[12] Jeremy Harmer, How to Teach English (Cambridge: Addison Weslay Longman, 1998), 79.

[13] Besral and NingrumWisma Indah, "The use of Picture Word Inductive Model (PWIM) in the Teaching and Learning Process of Writing," Research in Language Teaching, RiELT Journal, Vol.I, No.1(April,2015),30.

[14] Jeremy Harmer, The Practice of English Language Teaching (New York: Pearson Education, 2001), 79.

that you need to explain things to the reader and give them examples so that they can experience the things you have seen and heard.[15]

From the definition above, the writer can conclude that writing is the language skill that used to communicate with the reader to express things and feelings in written form to make the readers understand and they can experience the things and feeling you conveyed in the text.

2. Purposes of Writing

According to Ur (1996) "the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing".[16]It means that when the writers do their writing, of course, they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose. Also, there are only four common purposes in writing they are: to inform, to explain, to persuade, and to amuse others.

a. Writing to Inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information

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[15] Mary Fitzpatrick, Engaging Writing Paragraphs and Essays (New York: Pearson Education, 2005), 1

[16] Penny Ur, A Course in Language Teaching: Practice and Theory, (London: Cambridge University Press, 1996), p.163

about the subject to the readers, and usually, this means just telling the readers what the facts are or what happened. Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing purposes. As the writers write to inform, they will want to keep two large concerns in mind; selecting the right information and arranging it effectively.

b. Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must make sure that his readers understand it as well.

All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

c. Writing to Persuade

The most important writing we ever do in our personal life, our work life, and maybe our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essays on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.[17]

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[17] Daniel Brown and Bill Burnette, Connection 'A Rhetoric/Short Prose Reader, (New Jersey: Houghton Mifflin Company, 1984), p. 129 12 Robert Keith Miller, Motives for Writing, (New York: McGraw-Hill, Inc., 2006), p.569-570

d. Writing to Amuse

Others Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse allows you to bring pleasure to others. Seize the opportunity and make the most of it.

If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary objective is to make readers enjoy themselves. You can be funny, but you should also be good-humored. This means having sympathy for human frailty rather than contempt for anyone or anything that seems different from what you are accustomed to.[18]

3. Types of Writing

According to Brown (2004), there are four types of writing performance. They are based on levels and assessment, namely:

a. Imitative

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

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[18] Robert Keith Miller, Motives for Writing, (New York: McGraw-Hill, Inc., 2006), p.569-570

b. Intensive

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

c. Responsive

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

d. Extensive

Writing implies the successful management of all the processes and strategies in purpose. It is focused on achieving purpose, developing and organizing ideas logically, also grammatical form is limited to occasional editing or proofreading of a draft. The tasks are paragraph construction task, strategic option, essay paper, thesis.[19]

4. **Components of Writing**

There are five main components of writing. They are content, organization, grammar, vocabulary, language use, and mechanic.

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[19] H. Douglas Brown, Language Assessment Principles And Classroom Practice, (New York: Longman, 2004), 220

a. Content

There are at least three tins that can be measured in connection with content, the point of information to be brought, the sequence in which the point is presented and formal signals that gave the reader to guide in understanding the topic fully.

b. Organization

The process of organization material in writing involves a coherence order of importance, general to specific, specific to general, chronological order and order pattern.

c. Vocabulary

One cannot write anything if he or she has nothing to express the ideas in the form of words or vocabulary, the lack of vocabulary makes someone fails to compose what they are going to say because he or she fell difficult to choose words. Appropriate vocabulary will have the writer to compose the writing and also make readers essay to understand. In like Manner, Adelstein's good writing always depends on the effective use of the word, in personal description words play a dual role to communicate and to spoke, to let the reader perceive and feel. It is, however word selection and organization for better writing play an important role. The words well organized by the writer are a generally accurate indicator of his capacity he is accounting.

d. Language use

The language used in writing description and the other forms of writing involves usage and point involves correct usage and point of grammar or structure.

e. Mechanic

Mechanic of writing deals with capitalization, spelling, and punctuation. It also deals with paragraphing, handwriting illegible and meaning conveyed.[20]

Based on Jacob's arguments above, the writer concludes that the components of writing there five components they are content, organization, vocabulary, language use, and mechanics.

The other source explains that there are five general components or main areas of writing, they are:

1) Language use: the ability to write correct and appropriate sentences

2) Mechanical skills: the ability to use correctly that convection peculiar to the written language, e.g. punctuation, spelling, etc.

3) Treatment of content: the ability to think creatively and develop thought, excluding all irrelevant information.

4) Stylistic skill: the ability to manipulate sentences and paragraphs, and use language effectively.

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[20] Jacob L Holly, at al,*Testing ESL Composition: A Practical Approach, Rowley, Massachuest,*(London: Newbury House Published, Inc,1981), p.29

5) Judgments skill: the ability to write in an appropriate manner for a particular audience in mind, together with an ability to select, organize and order relevant information.

5. The Importance of Writing

There are lots of reasons why is writing important, some of them are:

a. People can read something because of writing, so they know everything

b. Writing is one way to get more information and knowledge

c. Writing can help us to express opinions.

d. Writing can make us have many friends.

e. Writing helps in the learning process.

Reims stated that some reasons for the importance of writing as follow: When the student writes, they necessary because very involved with the new language the effort to express.[21]

In my point of view, writing is very important because writing plays an important rule in human communication. We can get more information and knowledge through newspapers, magazines, the internet or letter.

6. The Writing Process

The writing process has several stages, planning, drafting, editing (reflecting and revising) and final version.

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[21] Ann, Raimes, *Technique in Teaching Writing,* (New York: Oxford university Press, MC, 1983), p.31

a. Planning is the process of researchers to 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 researchers, this may involve making detail notes as their structure in writing. In planning, there are three items who have 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).

b. Drafting (reflecting and revising). In this process, the researcher will revise 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 is often help by the other readers or editors who comment and make a suggestion.

c. 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 the final draft they may find themselves changing their mind and Planning drafting or editing.[22]

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[22] Jeremi Harmer, How to Teach Writing, (England: Pearson Education Limited, 2008), p.4

d. The Teaching of Writing

Writing is an activity that produces something from mind to become meaningful a text of the sentence. Make good writing by arranged sequence sentences. Shortly, writing skills are specific abilities that help the writer put their thoughts into words in a meaningful form and mentally interact with the massage.

Tarigan stated that writing can be interpreted as ideas for activities or ideas by using written language as a medium conveys.[23]

Urquhart and Mciver state "Teaching writing is unique. It benefits both teacher and the students, serving as a 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 on the psycholinguist Eric Lenneberg once noted, in a discussion of "species-specific" human behavior, that human being universally learns to walk and to talk, but that swimming and writing are culturally specific, learned behavior.

C. The Concept of Descriptive Text

1. Definition of Descriptive Text

in writing is the process of creating a communication image through words. According to Oshima and Hogue states that "description is writing about how something or someone looks and uses space order."[24] Moreover, Knapp and Watkins

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[23] Tarigan, Henry Guntur,(Bandung: Angkasa ,1986), p.15

[24] Alice Oshima and Ann Hogue, op.cit.,48.

state that describing is also a central feature of the narrative text providing the means for developing characterization, sense of place, and key themes.[25] In addition, Dorothy E Zemach also states that a descriptive paragraph explains how someone or something looks or feels.[26] As state by Wardiman, et.al "a descriptive text is a text that describes the features of someone, something, or a certain place."[27] So, from explaining about description above, we can conclude that when writing the descriptive text, the writer must be able to explore their idea into the text, in order to make a good description and the reader can feel the object in the descriptive text.

To make the text become a good description, there is a trick from Oshima and Hogue, they state "A good description is like a word picture; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be seen clearly in the mind of the reader. "[28]

In short, writing a descriptive text is a way of picturing images verbally in speech or writing and arranging those images in order to the reader can feel the situation was described.

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[25] Peter Knapp and Megan Watkins.Genre, Text, Grammar (Sydney: University of New South Wales Press Ltd, 2005) ,97.

[26] Dorothy E Zemach and Lisa A Rumisek, Academic Writing from Paragraph to Essay (Oxford:Macmillan, 2005) ,25.

[27] ArtonoWardiman, et.al. English in Focus: for Grade VIII Junior High School (SMP/MTS), (Jakarta:PusatPerbukuan, DEPDIKNAS, 2008), 16

[28] Alice Oshima and Ann Hogue.op.cit., 50.

2. Kinds of Descriptive Text

Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even units of time.[29]

1. Describing people It is usually people who are interesting to readers. Their appearance is interesting, especially as it reflects personality. When the description is mentioned, one tends to think mainly about adjectives and perhaps adverbs. It is sometimes surprising to find that a particularly vivid description has resulted chiefly from the accurate use of verbs. To say that a person shambles or stumbles when he or she walks, for example, may give a better picture of that person than a large number of adjectives could.

2. Describing the place How to place look, smell and sound is important. There are some ways to judge a description of the place; are impressions other than sight included? Is the picture caught at a single moment in time? Are the details arranged in a logical order? Is the same point of view kept throughout? Are the adjective vivid, and are the noun and verb specific and descriptive.

3. Describing the unit of time Descriptions of units of time are often used to establish mood. Literature is full of descriptions of seasons, days, and times of the day. Notice how the description of a unit of time sets a certain mood, or emotional tone, in each of the following selections.

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[29] George E. Wishon and James M. Burk.op.cit., 379.

3. Generic Structure of Descriptive Text

Wardiman, et. al. specify the generic structure of descriptive text into two parts, 1) Introduction is the part of the paragraph that introduces the character; and 2) Description is the part of the paragraph that describes the character.[30] This indicates that a descriptive text has two elements, an element to identify phenomenon (identification) and another one (description) to portray parts, qualities, or characteristics.

In addition, in general descriptive text consists of two elements as follow:[31]

Text elements	Content
Identification	An introduction to the objects/ things described which includes who or what, when, where.

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[30] ArtonoWardiman, et.al, loc.cit
[31] Lilies Setiasih Dadi, How to Write A Short Essay in English Academic Writing, (Bandung: Alfabeta,2015)171.

Description	A description of an object. For example the color, the size, the smell, the taste, what makes it special, etc. For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special. For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special
Conclusion	Summary points

Figure I. Generic Sructure of Descriptive Text

4. Language Features of Descriptive Text

The language features of descriptive text uses are: Firstly, it has a certain noun/clear nouns, for example, my house, my cat, etc. Secondly, using a simple present, for example, I live in a simple house, the house is very beautiful, it has a wonderful park. And then using some kind of adjectives that have to describe, numbering, and classifying something, for example, two strong legs. Using action

verbs, for example, my cat eats meat; etc. and the last is figurative language; like simile or metaphor. For example, Her hair is black as ebony. Also, the descriptive text has dominant language features as follows;[32]

1. Using Simple Present Tense

2. Using action verbs

3. Using adverbs

4. Using special technical terms

D. The Concept of Estafet Writing

1. Definition of Estafet Writing

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 can give an interactive teaching-learning situation in which there is an active interaction between teacher-Students' and among Students'.[33]

Syathariah states that Estafet writing is a kind of active learning or learning by doing by purposing the Students' to negotiate learning as 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 teachers to help

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[32] Ibid., 172

[33] Nova RindaSuviana, *The Effect Of Teaching Writing Descriptive Text Using Estafet Writing Technique On The Students' Writing Ability At The Tenth Grade Of Sma N 7 Kediri In Academic Year 2014 -2015,* (Universitas Nusantara Pgri Kediri, 2015), p.6

the Students' participate actively by expressing one's ideas after another continuously based on the topic given.[34]

Mustika in Suviana (2014: 6) states that finds that Estafet Writing is an interesting technique in teaching and learning process as it makes students feel fun and active in class so that their writing ability is improved.

Relay writing or serial writing is a learning method learning by doing or active learning that actively engages learners to write a narrative essay in a way jointly or estafet. According to Cahyono (2011), 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.[35]

2. Steps of Estafet Writing Strategy

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

1. The teacher asks the students to make groups of 5-6 students.

2. After that, the teacher asks the students to make an opening sentence.

3. After the students make an opening sentence, the students become the first person. Then on the first count, the teacher gives the order to raise the height

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[34] Syatariah, S, *MenulisBerantaiSebagaiMetodeInovatif*, (Pekanbaru: CPI Rumbai 2009) p.42

[35] Cahyono, A. *PembelajaranMenulisSastradenganMetodeEstafet Writing diSMA (*2011), p14 http://bastind.fkip.uns.ac.id/wpcontent/uploads/2013/02/RiseCahyono.pdf Diaksespadatanggal 9 November 2013

of holdings learners respectively, on the second count the teacher tells the students handed over to a friend of this book to her/his right.

4. These students become the second person to be continuing his/her essay by adding a further sentence. Learners are required to see the previous sentence to continue the next essay.

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

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

7. The teacher asks one student to write the paragraf result on the board.

8. The teacher and the students correct the incorrect sentence together.

3. Advantages Estafet Writing Strategy

The advantages of estafet writing technique by Syathariah (2011: 43) are:

a. Make the students enthusiastic in the learning process,

b. Creating a more pleasant learning atmosphere,

c. The students are more careful in implementing the learning process,

d. Studying in groups by using estafet writing technique can motivate the students who have difficulties in writing an essay,

e. In the learning process of writing short stories, poetry or essay, the students can be active poured his or her imagination, passing sentences first written by his or her friends.

The weakness of estafet writing technique by Supendi (2008: 120) :

a. In estafet writing technique the time is limited,

b. In the estafet writing technique, the students feel rush,

c. The classroom atmosphere tends to be noisy because the students are active learners. This can be overcome by the teacher, the teacher should readily assist help the students who get confused, the students must also pay attention to the teacher explanation.
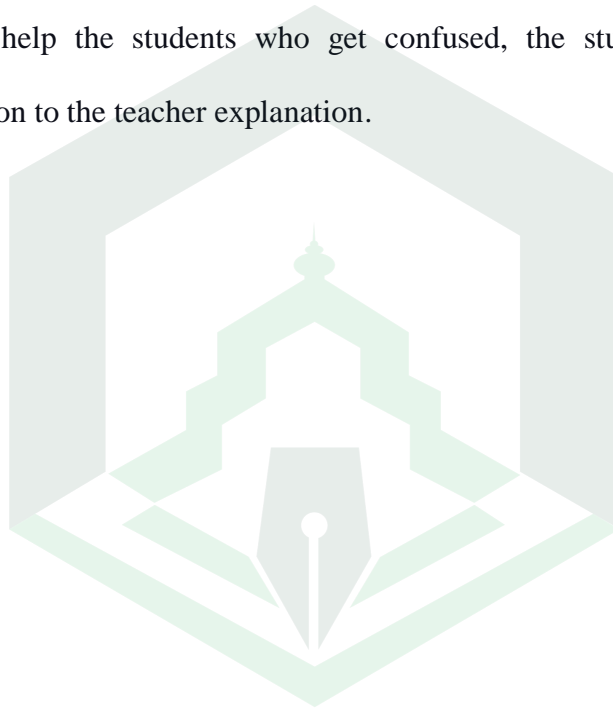
E. Conceptual Framework

The conceptual framework of this research could be described in the following diagram :

```
                    ┌─────────────────────┐
                    │ Teaching Descriptive │
                    │        Text          │
                    └─────────────────────┘
                              ⇩
                    ┌─────────────────────┐
                    │   Estafet Writing    │
                    │      Strategy        │
                    └─────────────────────┘
                              ⇩
```

- Make the students enthusiastic in the learning process,

- Make the learning atmosphere more fun

- The students are more careful in implementing the learning process

⇩

Writing Skill

Improvement

content

organization

Vocabulary

Language

Mechani
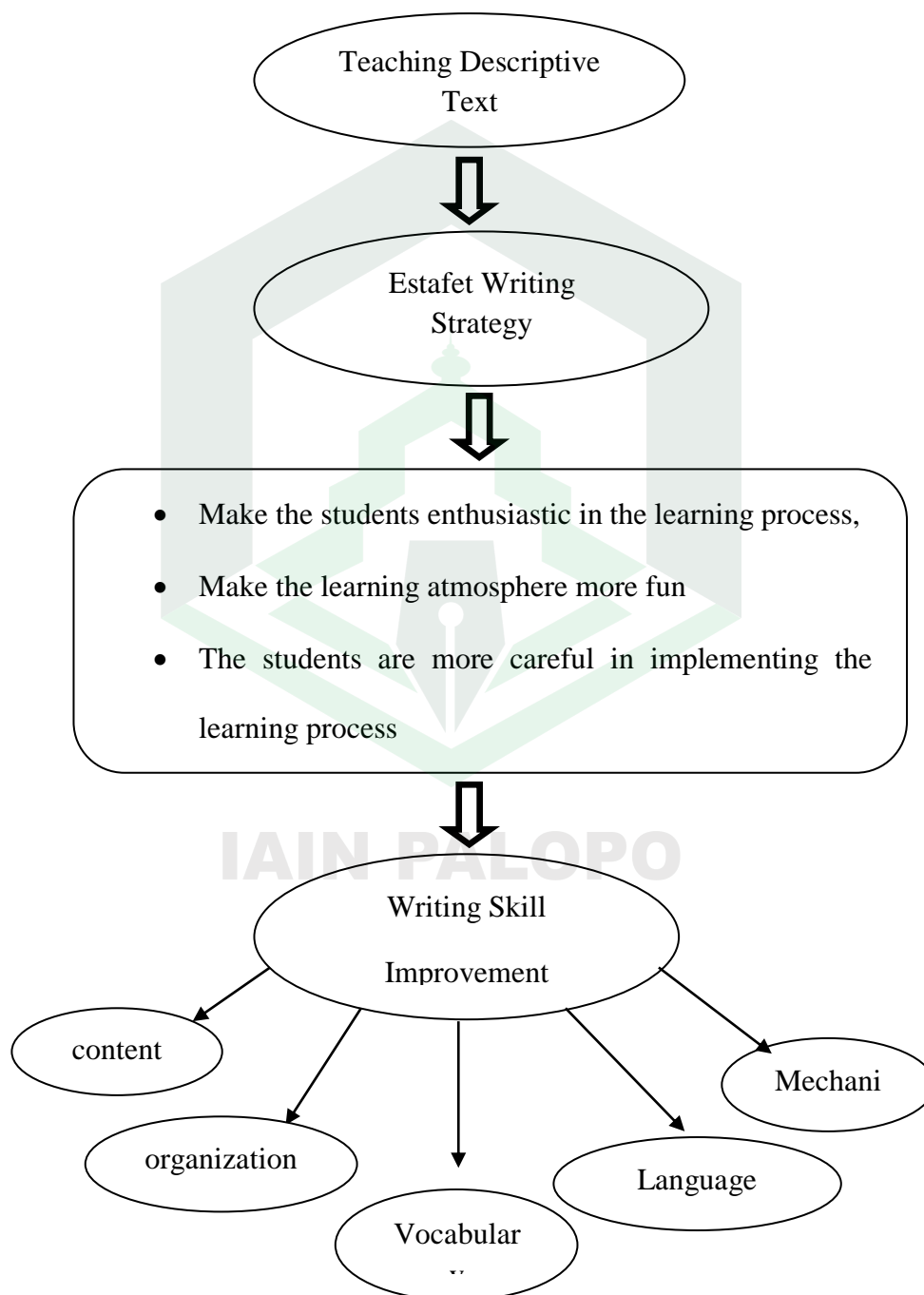
This strategy can effectively increase the students' write because this strategy helps students activate their prior knowledge while writing the story. Based on the draft above, it can be seen that the teaching estafet writing strategy has affected student's ability in learning. It means, if the teacher does not use an estafet writing strategy during the teaching-learning process, it can make the students bored and it can make their ability low. But if the teacher has used various estafet writing strategies in the teaching-learning process, it will help the students to have more interest in learning and improve writing skills, especially in studying a descriptive text, grammatical structure, and vocabulary.

F. Hypothesis

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

H1: The students who are taught by using estafet writing strategy have better achievement than those who are taught by using non-estafet writing strategy

Ho : The students who are taught by using estafet writing strategy does not have better achievement than those who are taught by using non-estafet writing strategy

CHAPTER III

METHODOLOGY

This section discusses research design, population, and sample, variables, instrument of the research, the procedure of collecting data and the technique of data analysis.

A. Research Design

1. Method

The research design in this research was quasi-experimental. When individuals were not randomly assigned, the procedure was called a quasi-experimental.[36] A quasi-experimental was the investigator used to control and experimental group but does not randomly assign participants to groups.[37]

2. Design

The design of this research as follows :[38]

Group	Pretest	Treatment	Posttest
E	01	X	02
C	03	X	04

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[36] John W. Creswell, Research Design Qualitative, Quantitative and mixed Method Approach(USA:SAGE Publication, 2099)155.

[37] John W. Creswell, Research Design Qualitative, Quantitative and mixed Method Approach , 159

[38] John W. Cresswell, *Educational Research : Planning Conducting and Evaluating Quantitative and Qualitative Research-International Edition* (Boston: Perason, 2008),p.60

Where:

E : Experiment Class

C : Control Class

O1 : Pretest in experimental class

O2 : Posttest in experimental

O3 : Pretest in control class

O4 : Posttest in control class

X : Treatment by using Estafet Writing. (Cresswell, 2008)

B. Population and Sample

1. Population

The population of this research was the tenth-grade students of MAN Palopo that consists of ninth classes. One class consisted of 30 students. Therefore, there were 270 students.

2. Sample

In this research, the researcher applied purposive sampling. The researcher chose purposive sampling because the researcher believed that the students can be a representative population. The sample of this research consisted of two classes, 1 experimental class, and 1 control class. Each class consisted of 20 students, there were 40 students.

C. Variables

The variables of the research include dependent and independent variables.

1. Dependent variables

The independent variable was the use of estafet writing as media. It influenced by the dependent variable. It showed how the use of estafet writing as media use as a treatment could improve students' ability in writing descriptive text.

2. Independent variable

The dependent variable was the students' writing ability in descriptive text. The dependent variable was affected by an independent variable. It showed how the result of students' writing ability in the descriptive text by using estafet writing as media.

D. Instrument of the Research

The instrument of this research was the writing test. The pretest and posttest were given to both classes. Pre-test was used to measure the students' writing before treatment. Post-test was used to measuring the students' writing after treatments have been given. The form of writing tests is writing tests. The number of the question was only one item.

E. Procedure of Collecting Data

The procedure of collecting data in this research was described as follows :

1. Pretest

The researcher gave a pre-test to the students both experimental and control on 23rd August 2019, which the test was consisted of writing descriptive text by

theme describing people (My Classmate). The students were asked to write a descriptive text with the theme.

2. Treatment

   After giving a pre-test, the treatment was given to the students. The treatment carried out in five meetings. Each meeting took 90 minutes, so the total time for five meetings was 450 minutes. It was done for four weeks. The treatment was divided into five steps, namely :

   a. The first meeting on 26th August 2019

      1) The researcher introduced descriptive text to the students, explained to them what is a descriptive text, the purpose, and the generic structure.

      2) The researcher explained to the students how to use estafet writing in writing descriptive text.

      3) The researcher gave an example of a descriptive text by using estafet writing.

      4) The researcher gave the students a paper then the students were asked to make writing descriptive based on estafet writing.

      5) After the students finished the writing descriptive text the students were asked to collect it.

   b. The second meeting on 02nd September 2019

      1) The researcher prepared one topic of estafet writing that is Ria Ricis.

      2) The researcher shared the paper for all of the students and instructed the students to write a descriptive text based on estafet writing.

3) The researcher collected the students' writing descriptive text.

4) The researcher corrected the students writing the descriptive text for giving a score.

c. The third meeting on 05th September 2019

1) The researcher prepared one topic of estafet writing that is Ki Hajar Dewantara.

2) The researcher shared the paper for all of the students and instructed the students to write a descriptive text based on estafet writing.

3) The researcher collected the students' writing descriptive text.

4) The researcher corrected the students' writing descriptive text for giving a score.

d. The fourth meeting on 09th September 2019

1) The researcher prepared one topic of estafet writing that is Nissa Sabyan.

2) The researcher shared the paper for all of the students and instructed the students to write a descriptive text based on estafet writing.

3) The researcher collected the students' writing descriptive text.

4) The researcher corrected the students writing the descriptive text for giving the score.

e. The fifth meeting on 12th September 2019

1) The researcher prepared one topic of estafet writing that is Fatin Sidqia Lubis.

2) The researcher shared the paper for all of the students and instructed the students to write a descriptive text based on estafet writing.

3) The researcher collected the students' writing descriptive text.

4) The researcher corrected the students writing the descriptive text for giving a score.

3. Post-test

The researcher distributed the post-test to both the experimental and control group on 12th October 2019. This test was to know the effectiveness of using estafet writing in teaching writing descriptive text. In this test, the researcher gave a topic The English Teacher and students made writing descriptive text based on estafet writing.

F. Technique of Data Analysis

Technique of collecting data the researcher used the following steps:

1. Scoring students' writing by using scoring system the rubric score by J.B Heaton used by the writer was as follows :

Table 3.1 Assessing the Component of Writing through Scoring Rubrics

Content	
30-27	Excellent to very good
	Knowledgeable *substantive *through development of thesis *relevant to assigned topic.
26-22	Good to average

	Some knowledge of subject * eduquate range * limited development of thesis * mostly to topic, but lacks detail
21-17	Fair to poor
	Limited knowledge of subject * little substance * inadequate development of topic
17-13	Very poor
	Does not show knowledge of subject * non-substantive * not pertinent * OR not enough to evaluate
Organization	
20-18	Excellent to very good
	Fluent expresion * ideas clearly stated/supported * succint * well-organized *logical sequencing * cohesive
17-14	Good to average
	Somewhat choppy *loosely organized but main ideas stand out *limited support *logical but incomplete sequencing
13-10	Fair to poor
	Non-fluent * ideas confused or disconnected * lacks logical sequencing and development
9-7	Very poor
	Does not communicate * no organization *OR not enough to evaluate

Vocabulary
20-18 Excellent to very good
Sophisticated range * effective word/idiom choice and usage * word form mastery * appropriate register
17-14 Good to average
Adequate range *occasional errors of word/idiom form, choice, usage * meaning not obscured
13-10 Fair to poor
Limited range * frequent errors of word/idiom form, choice, usage * meaning confused or obscured
9-7 Very poor
Essentially translation * little knowledge of English vocabulary, idioms, word form * OR not enough to evaluate
Language use
25-22 Excellent to very good
Effective complex constructions * few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
21-18 Good to average

Effective but simple constructions * minor problems in complex constructions * several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured

17-11 Fair to poor

Major problems in simple/complex constructions * 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 Very poor

Virtually no mastery of sentence construction rules * dominated by errors * does not communicate* OR not enough to evaluate

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Mechanics

5 Excellent to very good

Demonstrates mastery of conventios* few errors of spelling, punctuation, capitalization, paragraphing

4 Good to average

Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured

3 Fair to poor

Frequent errors of spelling, punctuation, capitalization, paragraphing * poor handwriting * meaning confused or obscured

2 Very poor: no mastery of conventions* dominated by errors of spelling, punctuations, capitalization, paragraphing* handwriting illegible* or not enough to evaluate

(Heaton : 2003: 104)

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

No	Classification	Score
1	Excellent	90-100
2	Good	80-89
3	Adequate	70-79
4	Inadequate	60-69
5	Unacceptable	0-59

(Brown, 2004, P. 287)

2. 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 20.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is finding of the research. It deals with the result of the data analysis from the field. The second is discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically. It comprised the students' score of the control and experimental classes in pre-test and post-test. In this part, the researcher reported the result of each group by comparing the pretest and posttest of both groups.

1. Students Score of Experimental Class

a. Students' Pretest and posttest Result

Table 4.1. The Students' Pretest Result in Experimental Class

Classification	Score	Frequency	Percentage
Excellent	90-100	0	0%
Good	80-89	0	0%
Adequate	70-79	4	20%
Inadequate	60-69	1	5%

Unacceptable	below 60	15	85%

Table 4.1 shows that there were 20 students observed in experiment class before giving treatment. There were four-student (20%) who got eduquate score, one-student (5%) who got inadequate score and 15 student (85%) who got unacceptable score.

Table 4.2. The Students' Post-test Result in Experimental Class

classification	Score	frequency	percentage
Excellent	90-100	0	0%
Good	80-89	4	20%
Adequate	70-79	11	55%
Inadequate	60-69	5	20%
Unacceptable	below 60	0	0%

Table 4.2 shows that there were 20 students observed in experimental class after giving treatment. There were four-student (25%) who got good score, 11 student (55%) who got adequate score and five-student (25%) who got inadequate score.

b. Students' Pretest Result in Terms of Content

Table 4.3.Students' Pretest Result in Terms of Content in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	27-30	0	0%

Good to Average	22-26	1	5%
Fair to Poor	17-21	4	20%
Very poor	13-16	15	75%

Table 4.3 shows that experiment class students' writing skill in pre-test especially in content criteria most of students got very poor score. There were 15 student (75%) got very poor score. There were one-student (5%) got good to average score. There were four-student (15%) got pair to poor score.

Table 4.4.Students' Pretest Result in Terms of Organization in Experiment Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	0	0%
Good to Average	14-17	6	30%
Fair to Poor	10-13	14	60%
Very poor	1-9	0	0%

Table 4.4 shows that most of students got fair to poor score. There were 14 student (60%) got fair to poor score. There were six-student (30%) got good to average score.

Table4.5.Students' Pretest Result in Terms of Vocabulary in Experiment Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	0	0%

Good to Average	14-17	6	30%
Fair to Poor	10-13	9	50%
Very poor	7-9	5	25%

Table 4.5 shows that in vocabulary criteria most of students got pair to poor score. There were nine-student (50%) got fair to poor score. There were six- student (30%) got good to average score. There were five-student (25%) got very poor score.

Table 4.6.Students' Pretest Result in Terms of Language Use in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	22-25	0	0%
Good to Average	18-21	1	5%
Fair to Poor	11-17	11	55%
Very poor	5-10	8	40%

Table 4.6 shows that in language use criteria most of students got fair to poor score. There were 11 student (55%) got fair to poor score. There were eight- student (40%) got very poor score and there was one-student (5%) got good to average score.

Table 4.7.Students' Pretest Result in Terms of Mechanic in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	5	0	0%
Good to Average	4	0	0%

Fair to Poor	3	8	40%
Very poor	2	12	60%

Table 4.7 shows that in mechanic criteria most of students got very poor score. There were 12 student (60%) got very poor score. There were eight- student (40%) got fair to poor score.

c. Students' Posttest Result in Terms of Content

Table 4.8. Students' Posttest Result in terms of Content in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	27-30	3	15%
Good to Average	22-26	7	35%
Fair to Poor	17-21	10	50%
Very poor	13-16	0	0%

Table 4.8 above shows that in the content assessment, most of students got increasing in content there were ten-student (50%) got fair to poor score. There were three-student (15%) got excellent to very good score and there were seven-student (35%) got good to average score.

Table 4.9. Students' Posttest Result in terms of Organization in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	6	30%
Good to Average	14-17	14	70%
Fair to Poor	10-13	0	0%
Very poor	7-9	0	0%

Table above shows that in organization criteria, most of students got good to average score. There were 14 student (70%) got good to average score. There were six-student (30%) got excellent to very good score.

Table 4.10. Students' Posttest Result in terms of Vocabulary in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	5	25%
Good to Average	14-17	15	75%
Fair to Poor	10-13	0	0%
Very poor	7-9	0	0%

Table 4.10 shows that in vocabulary criteria of writing skill, most of students score increased. There were 15 student (75%) got good to average score and there were five-student (25%) got excellent to very good score.

Table 4.11.Students' Posttest Result in terms of Language Use in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	22-25	0	0%
Good to Average	18-21	4	20%
Fair to Poor	11-17	16	80%
Very poor	5-10	0	0%

Table 4.11 shows that in language use criteria of writing skill, most of students got fair to poor score. There were 16 students (80%) got fair to poor score. There were four-student (20%) got good to average score.

Table 4.12.Students' Posttest Result in terms of Mechanic in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	5	0	0%
Good to Average	4	6	30%
Fair to Poor	3	14	70%
Very Poor	2	0	0%

Table 4.12 shows in mechanic criteria of writing skill, most of students got score fair to poor. There were 14 students (70%) got fair to poor score. There were six-student (35%) got good to average score.

d. The Mean Score of Students' Pretest and Posttest

Table 4.13.The Mean Score of Students' Pretest in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest experiment class	20	43.00	75.00	53.5000	9.64365
Valid N (listwise)	20				

Table 4.13 shows that the highest score of experimental students in pre-test was 75 and the lowest score was 43. Besides, it also indicated that the mean score of experimental class in pre-test was 53.50 and the standard deviation was 9.64.

Table 4.14.Mean Score of Students' Posttest in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest experiment class	20	67.00	87.00	75.4000	5.93296
Valid N (listwise)	20				

Table 4.14 shows that, the highest score of experimental students in post-test was 87 and the lowest score was 67. Besides, it also indicated that the mean score of experiment class in pre-test was 75.40 and the standard deviation was 5.93.

2. **Students Score of Control Class**

a. **Students' Pretest and Posttest Result**

Table 4.15. Students' Pretest Result in Control Class

Classification	Score	Frequency	Percentage
Excellent	90-100	0	0%
Good	80-89	0	0%
Adequate	70-79	1	5%
Inadequate	60-69	2	10%
Unacceptable	bellow 60	17	85%

Table 4.15 shows that, there were 20 students observed in control class before teaching without using estafet writing. There was one-student (5%) who got adequate score, two-student (10%) who got inadequate score and 17 students (85%) got unacceptable score.

Table 4.16. Students' Post-test Result in Control Class

Classification	Score	Frequency	Percentage
Excellent	90-100	0	0%
Good	80-89	0	0%
Adequate	70-79	2	10%
Inadequate	60-69	6	30%

Unacceptable	below 60	12	60%

Table 4.16 shows that, there were 20 students observed in control class after teaching by using conventional method. There were two-student (15%) who got adequate score, six-student (30%) who got inadequate score, and 12 student (60%) who got unacceptable score.

b. Students' Pretest Result in Terms of Writing

Table 4.17. **Students' Pretest Result in terms of Content in Control Class**

Classification	Score	Frequency	percentage
Excellent to Very Good	27-30	0	0%
Good to Average	22-26	0	0%
Fair to Poor	17-21	4	20%
Very Poor	13-16	16	80%

Table 4.17 shows that in content criteria, most of students got very poor score. There were 16 students (80%) got very poor score. There were four- student (20%) got fair to poor score.

Table 4.18.Students' Pretest Result in terms of Organization in Control Class

Classification	Score	Frequency	percentage
Excellent to Very Good	18-20	0	0%

Good to Average	14-17	3	15%
Fair to Poor	10-13	14	70%
Very Poor	7-9	3	15%

Table 4.18 shows that in organization criteria most of students got fair to poor score. There were 14 students (70%) got fair to poor score. There were three- student (15%) got very poor score and three-student got good to average score.

Table 4.19.Students' Pretest Result in Terms of Vocabulary in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	0	0%
Good to Average	14-17	3	15%
Fair to Poor	10-13	11	55%
Very Poor	7-9	6	30%

Table 4.19 shows that in vocabulary criteria, most of students got fair to poor score. There were 11 student (55%) got fair to poor score. There were 6- student (30%) got very poor score and three-student (15%) got good to average score.

Table 4.20. Students' Pretest Result in Terms of Language Use in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	22-25	0	0%
Good to Average	18-21	0	0%

Fair to Poor	17-11	8	40%
Very Poor	10-5	12	60%

Table 4.20 shows that control in language use criteria, most of students got very poor score. There were 12 students (60%) got very poor score. There were eight-student (40%) got fair to poor score.

Table 4.21. Students' Pretest Result in Terms of Mechanic in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	5	0	0%
Good to Average	4	0	0%
Fair to Poor	3	2	10%
Very Poor	2	18	90%

Table 4.21 shows that in mechanic criteria, most of students got very poor score. There were 18 students (90%) got very poor score and there were two- student (10%) got fair to poor score.

c. **Students' Posttest Result in Terms of Content**

Table 4.22. Students' Posttest Result in Terms of Content in Control Class

Classification	Score	frequency	percentage
Excellent to Very Good	27-30	0	0%
Good to Average	22-26	0	0%

	17-21	3	15%
Fair to Poor	17-21	3	15%
Very Poor	13-16	17	85%

Table 4.22 shows that in content criteria, most of students got score very poor score. There were 17 students (85%) got very poor score. There were three- student (20%) got fair to poor score.

Table 4.23. Students' Posttest Result in Terms of Organization in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	0	0%
Good to Average	14-17	8	40%
Fair to Poor	10-13	12	60%
Very poor	7-9	0	0%

Table 4.23 shows that most of students got fair to poor score. There were 12 students (60%) got fair to poor score. There were eight-student (40%) got good to average score.

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Table 4.24.Students' Posttest Result in Terms of Vocabulary in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	0	0%
Good to Average	14-17	12	60%
Fair to Poor	10-13	8	40%

Very Poor	7-9	0	0%

Table 4.24 shows that most of students got good to average score. There were 12 students (60%) got good to average score. There were eight-student (40%) got fair to poor score.

Table 4.25. Students' Posttest Result in Terms of Language Use in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	22-25	0	0%
Good to Average	18-21	0	0%
Fair to Poor	11-17	18	90%
Very poor	5-10	2	10%

Table 4.25 shows that most of students got fair to poor score. There were 18 students (90%) got fair to poor score. There were two-student (10%) got very poor score.

Table 4.26. Students' Posttest Result in Terms of Mechanic in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	5	0	0%
Good to Average	4	0	10%
Fair to Poor	3	8	40%
Very Poor	2	12	60%

Table 4.26 shows that most of students got very poor score. There were 12 students (60%) got very poor score. There were eight-student (40%) got fair to poor score.

d. Students' Mean Score of pretest and posttest

Table 4.27. Mean Score of Students' Pretest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest class control	20	43.00	71.00	48.8000	8.04330
Valid N (listwise)	20				

Table 4.27 shows that the highest score of students was 71 and the lowest score was 43. Besides, it also indicated that the mean score of control class students in pre-test was 48.80 and the standard deviation was 8.04.

Table 4.28. Mean score of Students' Posttest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest control class	20	46.00	70.00	57.2000	6.64593
Valid N (listwise)	20				

Table 4.28 shows that the highest score of students was 70 and the lowest score was 46. Besides, it also indicated that the mean score of control class students in pre-test was 57.20 and the standard deviation was 6.64.

Table 4.29.The Probability Value of t-test of Pretest in Experimental and Control Classes

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest experiment class	Equal variances assumed	.941	.338	1.674	38	.102	4.70000	2.80798	-.98445	10.38445
	Equal variances not assumed			1.674	36.814	.103	4.70000	2.80798	-.99047	10.39047

Table 4.32 shows that the mean score of difference between control class and experimental class did not have significant difference. Based on the statistics test of pretest in probability value (significant 2-tailed), probability value is higher than alpha (0.102> 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.

Table 4.30.The Probability Value of T-Test of Posttest in Experimental and Control Classes

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	.069	.794	9.136	38	.000	18.20000	1.99209	14.16723	22.23277
	Equal variances not assumed			9.136	37.521	.000	18.20000	1.99209	14.16553	22.23447

Table 4.34 shows that the Probability Value is lower than alpha (α) (0.000< 0.05) and the degree of freedom 57 which means that there is significant difference in posttest. It indicated that the null hypothesis (H1) was accepted and, of course, the alternative hypothesis (H0) was rejected. It showed that the use of estafet writing as an authentic material significantly improve the students' writing and give significantly greater contribution to the students' writing skill.

B. Discussion

Based on the result of the data analysis above shows that the use of the estafet writing strategy improves students' reading comprehension skill, it can be seen on the result students' pretest-posttest and response. for example students R1, R2, and R3.

The student R1 found difficult to write about writing descriptive text before giving the treatment. So, student R1 got score unacceptable in the pretest. When the researcher gave the treatment, the response of students' R1 was inadequate. The student R1 got easy to write because of the estafet writing strategy she can share information about writing and workgroup. So, student R1 got a good score in treatment. After the researcher gave the treatment the student R1 can write well. So, student R1 got an adequate score in the posttest.

The student R2 found a bit difficult to write about writing descriptive text before the researcher gave the treatment. So, student R2 got score poor in the pretest. When the researcher gave the treatment, the response of students' R2 was very good. The student R2 got easy to write the test because of the estafet writing strategy she can share information about writing and workgroup. So, student R2 got good enough in treatment. After the researcher gave the treatment the student R2 can write well. So, student R2 got a good score in the posttest.

The student R3 had difficulty to write about writing descriptive text before the researcher gave the treatment. So, student R3 got score adequate in the pretest. When

the researcher gave the treatment, the response of students' R3 was low. Because during the researcher gave the treatment, student R3 do not pay attention and she can not share information about writing and workgroup with her group. So, student R3 got a poor score in treatment. After the researcher gave the treatment the student R2 can not write well. So, student R2 got an inadequate score in the posttest.

Based on the result of the data analysis, there were differences between students pretest results in the experimental and control class. In the experimental class, four students got an adequate score, one student who got an inadequate score and 15 students got an unacceptable score. Meanwhile, in the control class, there was one student who got an adequate score, two students who got an inadequate score and 17 students who got an unacceptable score. In this case, there was a significant difference between students posttest results in the experimental and control class. In the experimental class, four students got a good score, 11 students who got an adequate score and five students got an inadequate score. Meanwhile, in control class two students adequate score, six students who got an inadequate score and 12 students got an unacceptable score.

In another case, based on the result of the data analysis there were significant differences between students' pretest and posttest results about *aspects of writing* in the experimental and control class. The students' pretest results in the experimental class there were many students incorrect answers about *content* and there was many students correct answer about *an organization*. Meanwhile, in the control class, there

were many students incorrect answers about *content* and *mechanic*. while there was many students correct answer about *the organization*. Then, the students' posttest results in the experimental class there was many students correct answer about *vocabulary* and there was many students incorrect answer about *organization.* Meanwhile, in the control class, there was many students correct answer about *vocabulary* and there were many students incorrect answer about *content.* So it can be concluded that from both classes, there were many students poor in *content* and *organization.*

It has been discussed in Chapter II that estafet writing strategy is one strategy that can be used in teaching writing descriptive text and it can improve students writing skills. This statement in line with some research findings namely: Ariyani (2015), she related to the observation and questionnaire result showed that there were positive responses from the students after being taught by using Estafet Writing with Chained Picture. The positive responses are the students more enthusiastic in learning narrative text and doing the assignment. The students also can build their responsibility and good cooperation in the team. Beside it, the students can understand the material and produce a better narrative text. The result of this research can be used as a reference to the English teacher and the next researchers in order to improve students' writing skills. This research has found out the improvement of students' writing skills on the narrative text and the students' positive responses after being taught by using Estafet Writing with Chained Picture.

Fitriani (2018) in her research, found that The result showed that the experimental class has a higher mean score in the post-test than the control class. Based on those results, it can be concluded that Ha is accepted and Ho is rejected. Based on those explanation above, it can be said that it is significantly different between students' writing skills taught by using estafet strategy. In other words, estafet strategy is effective in teaching writing. Rangkuti (2017), she found that estafet writing was conducted in learning English writing. It concludes estafet writing can improve students' writing ability.

In this case, the researcher found that teaching writing descriptive text by using the estafet writing strategy at MAN Palopo, the students got a significant improvement in their score writing descriptive text. It was supported by significant result of the pre-test that was lower than the post-test. Therefore, it could be stated that the estafet writing strategy in teaching-learning of writing has solved the students' writing problem and increase the students' writing skills for the tenth-grade students of MAN Palopo. So, the hypothesis proposed in this research which says "the use of estafet writing strategy is effective to teach writing descriptive text" is accepted.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

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

Based on the result of the research the researcher concluded that the use of estafet writing strategy can improve students' writing in descriptive text, it because there is a significant difference in learning outcomes of the students who learned writing through estafet writing strategy with the students who learned descriptive texts without estafet writing strategy.

B. Suggestion

Based on the conclusion of the research, the researcher suggest for the following parties:

1. For the teacher, they need to implement the estafet writing in teaching writing descriptive text, so the teaching and learning process becomes more active, enjoyable and fun in the class. The enjoyment tought to be the foremost aims which hopefully will have good effects to the students. Teaching writing by using estafet writing motivated the students to write more and it improved students' writing skills. The researcher suggests the
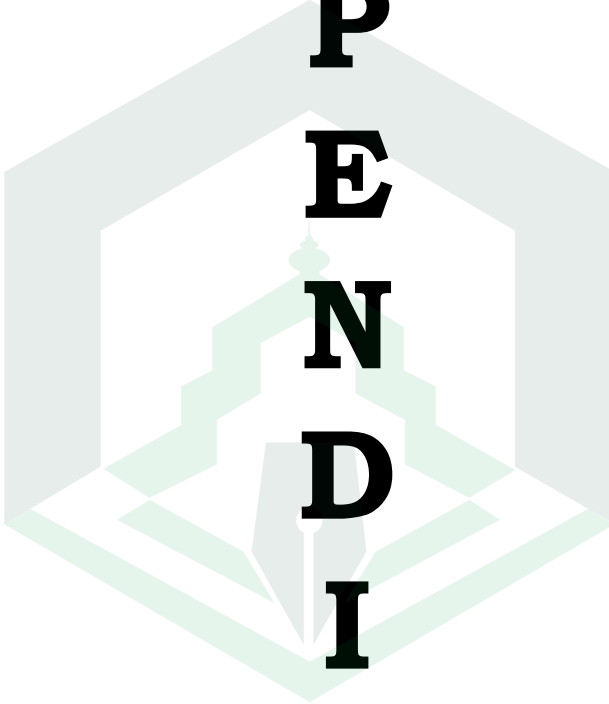
teachers to try using estafet writing in teaching because it encourages the students to write.

2. For students, they should still be more active in learning writing. The students have to pay attention to the teacher so that they can improve their writing skill. To solve their problem in writing descriptive text they have to apply estafet writing in learning process and should be active in classroom so that the teaching process can be successful.

3. The researcher realized that this thesis so far from being perfect thesis and because of that; constructive critics and advice really expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It is hope that the readers have more information about using estafet writing strategy. In this research the future researcher is expected to conduct a research to find another significant estafet writing in other English language skills.

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APPENDICES

Appendix 1. Lesson Plan

Rencana Pelaksanaan Pembelajaran
(RPP 1)

Sekolah   : Man Palopo.

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : X IIK 1 & X IIK 2

Waktu   : 2 X 45 menit

Skill   : Writing

I.   Standar Kompetensi :

      1. Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II.   Kompetensi dasar :

      1.1 Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III.   Indikator pembelajaran

- Siswa dapat membuat kalimat sederhana.
- Siswa mampu membuat text descriptive sederhana berdasarkan tema.

IV.   Tujuan pembelajaran

- Siswa dapat memahami informasi berdasarkan tema.
- Menulis kalimat menjadi satu paragraph dengan benar.

V.   Materi pembelajaran

1. Ciri kebahasan teks descriptive.

2. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall Short	Slim Thin Fat Muscular	Young Old Teenager	Long Short Bald Straight Curly Wavy Black Blond	Round Oval Square Wrinkles Pale Bearded Shaved	Big Brown Round Blue Green Hazel Bright Slanting

3. Memberikan contoh teks descriptive

e.g :

My Friend

I have a friend named olive. She is really smart. She always gets good grades. She is also kind and warm, that is why she has a lot of friends especially because she is very helpful. She is stiil young, but she is really mature. She can give you great advice. She has fair skin and slim figure, also pretty face. She is a kind of girl who is beautiful inside and outside.

VI.   Karakter siswa yang diharapkan

Dapat dipercaya (Thrust worties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII.   Materi pokok

DESCRIPTIVE TEXT

A descriptive text is a text that describes the features of someone, something, or a certain place.

Generic structure:

- Introduction is the part of the paragraph that introduces the character.
  Example: I have a friend named Olive. She is really smart.

- Description is the part of the paragraph that describes the character.

  Example: She always gets good grades. She is also kind and warm.

Language feature:

- Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.

- Use linking verbs appear, am, is, are.

- Use attributes has and have.

- Use question words who, which, how, where, etc.

- Use pronoun I, you, we, they, he, she, it.

- Use possessive pronoun my, your, our, her, his, etc.

- Use simple present tense.

Simple present tense

- Nominal sentence

Formula:

(+) S + To Be (am, is, are) + 3 Complement (ANA).

(-) S + To Be (am, is, are) + not + 3 Complement (ANA).

(?) To Be (am, is, are) + S + Complement (ANA)?

Example:

(+) She is a student.

(-) She is not a student.

(?) Is she a student?

Yes, she is.

No, she is not.

VIII.   Metode pembelajaran

Use estafet writing in teaching learning process.

IX.   Langkah pembelajran

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Awal • Greeting (member salam dan saling tegur sapa) • Ice Breaking (pengkondisian kelas) • Memberi pre test • Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya) • Memberikan motivasi belajar. **B. Kegiatan Inti** • Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya). • Guru memberikan contoh teks descriptive kepada	25 menit

siswa untuk dipelajari.		
• Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut.	45 menit	
• Siswa diminta untuk membuat descriptive text berdasarkan tema yang akan diberikan.		
• Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa.		
• Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama.		
C. Kegiatan penutup		
• Siswa diminta untuk mengumpulkan hasil kerjanya	15 menit	
• Guru memberikan sedikit catatan		
• Salam		

X. Sumber belajar/ alat/ bahan

    1. Buku English in Focus.

    2. Spidol, Paper, whiteboard.

XI. Rubrik Penilaian

Aspect	Score	Indicator
Content	30-27	Sesuai dengan topik dan mudah dimengerti
	26-22	Cukup sesuai dengan topik dan mudah dimengerti
	21-17	Sesuai dengan topik tetapi tidak mudah dimengerti
	16-13	Cukup sesuai dengan topik tetapi tidak mudah Dimengerti
Organization	20-18	Kebanyakan kalimat berhubungan dengan ide pokok
	17-14	Beberapa kalimat berhubungan dengan ide pokok
	13-10	Sedikit kalimat berhubungan dengan ide pokok
	9-7	Kalimat tidak berhubungan dengan ide pokok
Grammar	25-22	Sedikit kesalahan pada grammar
	21-18	Beberapa kesalahan pada grammar
	17-11	Sering terjadi kesalahan pada grammar
	10-5	Sering sekali terjadi kesalahan pada grammar
Vocabulary	20-18	Sedikit kesalahan pada pilihan kata, spelling dan Punctuation
	17-14	Beberapa kesalahan pada pilihan kata

	13-10	Banyak kesalahan pada pilihan kata
	9-7	Sering sekali terdapat kesalahan pada pilihan kata
Mechanic	5	Sedikit kesalahan pada spelling, punctuation dan capitalization.
	4	Beberapa kesalahan pada spelling, punctuation dan capitaizaton.
	3	Banyak kesalahan pada spelling, punctuation and capitalization.
	2	Sering sekali terdapat kesalahan pada seplling, punctuation dan capitalization.

Senin,   2019
Peneliti,

Atika
NIM. 15 0202 0099

IAIN PALOPO

Rencana Pelaksanaan Pembelajaran

(RPP 2)

Sekolah   : MAN Palopo.

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X IIK 2

Waktu   : 2 X 45 menit

Skill   : Writing

I. Standar Kompetensi :

   1. Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi dasar :

   1.1 Mengungkapkan makna dalam teks tulis funsional dan essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. Indikator pembelajaran

- Siswa dapat membuat kalimat sederhana.

- Siswa mampu membuat text descriptive sederhana berdasarkan tema.

IV. Tujuan pembelajaran

- Siswa dapat memahami informasi berdasarkan tema.

- Menulis kalimat menjadi satu paragraph dengan benar.

V. Materi pembelajaran

  1. Ciri kebahasan teks descriptive.

  2. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big

Short	Thin Fat Muscular	Old Teenager	Short Bald Straight Curly Wavy Black Blond	Oval Square Wrinkles Pale Bearded Shaved	Brown Round Blue Green Hazel Bright Slanting

VI.   Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII.   Materi pokok

DESCRIPTIVE TEXT

A descriptive text is a text that describes the features of someone, something, or a certain place.

Generic structure:

- Introduction is the part of the paragraph that introduces the character.
  Example: I have a friend named Olive. She is really smart.

- Description is the part of the paragraph that describes the character.

  Example: She always gets good grades. She is laso kind and warm.

Language feature:

- Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.

- Use linking verbs appear, am, is, are.

- Use attributes has and have.

- Use question words who, which, how, where, etc.

- Use pronoun I, you, we, they, he, she, it.

- Use possessive pronoun my, your, our, her, his, etc.

- Use simple present tense

Simple present tense

- Nominal sentence

Formula:

(+) S + To Be (am, is, are) + 3 Complement (ANA).

(-) S + To Be (am, is, are) + not + 3 Complement (ANA).

(?) To Be (am, is, are) + S + Complement (ANA)?

Example:

(+) She is a student.

(-) She is not a student.

(?) Is she a student?

Yes, she is.

No, she is not.

VIII. Metode pembelajaran

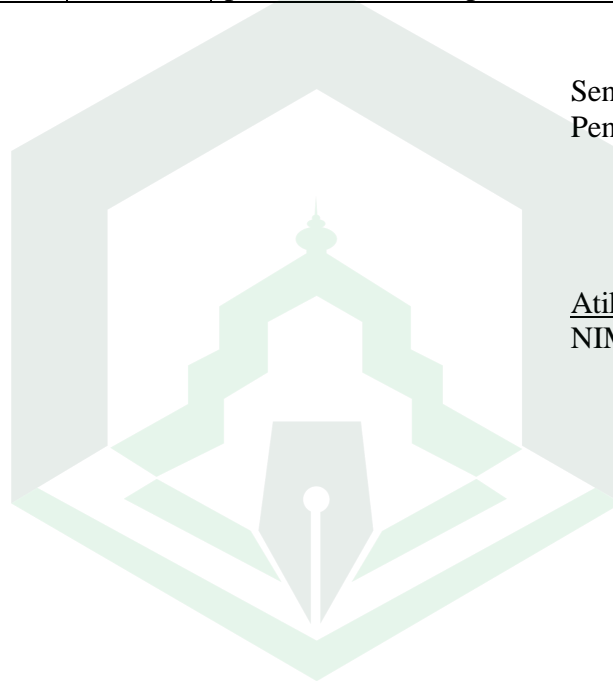Use estafet writing in teaching learning process.

IX. Langkah pembelajran

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Awal • Greeting (member salam dan saling tegur sapa) • Ice Breaking (pengkondisian kelas) • Memberi pre test • Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya) • Memberikan motivasi belajar.	25 menit
B. Kegiatan Inti • Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya). • Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari. • Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut. • Siswa diminta untuk membuat descriptive text berdasarkan tema yang akan diberikan. • Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa. • Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama. **C. Kegiatan penutup** • Siswa diminta untuk mengumpulkan hasil kerjanya • Guru memberikan sedikit catatan • Salam	45 menit 15 menit

X. Sumber belajar/ alat/ bahan

    1. Buku English in Focus.

    2. Spidol, Paper, whiteboard.

    3. Estafet Writing

XI. Rubrik Penilaian

Aspect	Score	Indicator
Content	30-27	Sesuai dengan topik dan mudah dimengerti
	26-22	Cukup sesuai dengan topik dan mudah dimengerti
	21-17	Sesuai dengan topik tetapi tidak mudah dimengerti
	16-13	Cukup sesuai dengan topik tetapi tidak mudah Dimengerti
Organization	20-18	Kebanyakan kalimat berhubungan dengan ide pokok
	17-14	Beberapa kalimat berhubungan dengan ide pokok
	13-10	Sedikit kalimat berhubungan dengan ide pokok
	9-7	Kalimat tidak berhubungan dengan ide pokok
Grammar	25-22	Sedikit kesalahan pada grammar
	21-18	Beberapa kesalahan pada grammar
	17-11	Sering terjadi kesalahan pada grammar
	10-5	Sering sekali terjadi kesalahan pada grammar
Vocabulary	20-18	Sedikit kesalahan pada pilihan kata, spelling dan Punctuation
	17-14	Beberapa kesalahan pada pilihan kata
	13-10	Banyak kesalahan pada pilihan kata
	9-7	Sering sekali terdapat kesalahan pada pilihan kata
Mechanic	5	Sedikit kesalahan pada spelling, punctuation dan capitalization.
	4	Beberapa kesalahan pada spelling, punctuation dan capitaizaton.
	3	Banyak kesalahan pada spelling, punctuation and capitalization.
	2	Sering sekali terdapat kesalahan pada seplling, punctuation dan capitalization.

Senin,   2019
Peneliti,

Atika
NIM. 15 0202 0099

Rencana Pelaksanaan Pembelajaran

(RPP 3)

Sekolah	: MAN Palopo.
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X IIK 1 & X IIK 2
Waktu	: 2 X 40 menit
Skill	: Writing

I.   Standar Kompetensi :

1. Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II.   Kompetensi dasar :

1.1 Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III.   Indikator pembelajaran

- Siswa dapat membuat kalimat sederhana.
- Siswa mampu membuat text descriptive sederhana berdasarkan tema.

IV.   Tujuan pembelajaran

- Siswa dapat memahami informasi berdasarkan tema.
- Menulis kalimat menjadi satu paragraph dengan benar.

V.   Materi pembelajaran

1. Ciri kebahasan teks descriptive.

2. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big

Short	Thin	Old	Short	Oval	Brown
	Fat	Teenager	Bald	Square	Round
	Muscular		Straight	Wrinkles	Blue
			Curly	Pale	Green
			Wavy	Bearded	Hazel
			Black	Shaved	Bright
			Blond		Slanting

VI.   Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII.   Materi pokok

DESCRIPTIVE TEXT

A descriptive text is a text that describes the features of someone, something, or a certain place.

Generic structure:

- Introduction is the part of the paragraph that introduces the character.
  Example: I have a friend named Olive. She is really smart.

- Description is the part of the paragraph that describes the character.

  Example: She always gets good grades. She is also kind and warm.

Language feature:

- Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.

- Use linking verbs appear, am, is, are.

- Use attributes has and have.

- Use question words who, which, how, where, etc.

- Use pronoun I, you, we, they, he, she, it.

- Use possessive pronoun my, your, our, her, his, etc.

- Use simple present tense.

Simple present tense

- Nominal sentence

Formula:

(+) S + To Be (am, is, are) + 3 Complement (ANA).

(-) S + To Be (am, is, are) + not + 3 Complement (ANA).

(?) To Be (am, is, are) + S + Complement (ANA)?

Example:

(+) She is a student.

(-) She is not a student.

(?) Is she a student?

Yes, she is.

No, she is not.

VIII.   Metode pembelajaran

Use estafet writing in teaching learning process.

IX.   Langkah pembelajran

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Awal • Greeting (member salam dan saling tegur sapa) • Ice Breaking (pengkondisian kelas) • Memberi pre test • Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya) • Memberikan motivasi belajar.	25 menit
B. Kegiatan Inti • Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya). • Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari. • Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut. • Siswa diminta untuk membuat descriptive text berdasarkan tema yang akan diberikan. • Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa. • Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama. **C. Kegiatan penutup** • Siswa diminta untuk mengumpulkan hasil kerjanya • Guru memberikan sedikit catatan • Salam	45 menit 15 menit

X. Sumber belajar/ alat/ bahan

   1. Buku English in Focus.

   2. Spidol, paper, whiteboard

3. Estafet Writing

XI. Rubrik Penilaian

Aspect	Score	Indicator
Content	30-27	Sesuai dengan topik dan mudah dimengerti
	26-22	Cukup sesuai dengan topik dan mudah dimengerti
	21-17	Sesuai dengan topik tetapi tidak mudah dimengerti
	16-13	Cukup sesuai dengan topik tetapi tidak mudah Dimengerti
Organization	20-18	Kebanyakan kalimat berhubungan dengan ide pokok
	17-14	Beberapa kalimat berhubungan dengan ide pokok
	13-10	Sedikit kalimat berhubungan dengan ide pokok
	9-7	Kalimat tidak berhubungan dengan ide pokok
Grammar	25-22	Sedikit kesalahan pada grammar
	21-18	Beberapa kesalahan pada grammar
	17-11	Sering terjadi kesalahan pada grammar
	10-5	Sering sekali terjadi kesalahan pada grammar
Vocabulary	20-18	Sedikit kesalahan pada pilihan kata, spelling dan Punctuation
	17-14	Beberapa kesalahan pada pilihan kata
	13-10	Banyak kesalahan pada pilihan kata
	9-7	Sering sekali terdapat kesalahan pada pilihan kata
Mechanic	5	Sedikit kesalahan pada spelling, punctuation dan capitalization.
	4	Beberapa kesalahan pada spelling, punctuation dan capitaizaton.
	3	Banyak kesalahan pada spelling, punctuation and capitalization.
	2	Sering sekali terdapat kesalahan pada seplling, punctuation dan capitalization.

Jumat,   2019
Peneliti,

Atika
NIM. 15 0202 0099

Rencana Pelaksanaan Pembelajaran

(RPP 4)

Sekolah   : MAN Palopo.

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X IIK 1

Waktu   : 2 X 45 menit

Skill   : Writing

I. Standar Kompetensi :

   1. Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi dasar :

   1.1 Mengungkapkan makna dalam teks tulis funsional dan essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. Indikator pembelajaran

- Siswa dapat membuat kalimat sederhana.

- Siswa mampu membuat text descriptive sederhana berdasarkan tema.

IV. Tujuan pembelajaran

- Siswa dapat memahami informasi berdasarkan tema.

- Menulis kalimat menjadi satu paragraph dengan benar.

V. Materi pembelajaran

 1. Ciri kebahasan teks descriptive.

 2. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big

Short	Thin Fat Muscular	Old Teenager	Short Bald Straight Curly Wavy Black Blond	Oval Square Wrinkles Pale Bearded Shaved	Brown Round Blue Green Hazel Bright Slanting

VI.   Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII.   Materi pokok

DESCRIPTIVE TEXT

A descriptive text is a text that describes the features of someone, something, or a certain place.

Generic structure:

- Introduction is the part of the paragraph that introduces the character.

  Example: I have a friend named Olive. She is really smart.

- Description is the part of the paragraph that describes the character.

  Example: She always gets good grades. She is also kind and warm.

Language feature:

- Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.

- Use linking verbs appear, am, is, are.

- Use attributes has and have.

- Use question words who, which, how, where, etc.

- Use pronoun I, you, we, they, he, she, it.

- Use possessive pronoun my, your, our, her, his, etc.

- Use simple present tense.

Simple present tense

- Nominal sentence

Formula:

(+) S + To Be (am, is, are) + 3 Complement (ANA).

(-) S + To Be (am, is, are) + not + 3 Complement (ANA).

(?) To Be (am, is, are) + S + Complement (ANA)?

Example:

(+) She is a student.

(-) She is not a student.

(?) Is she a student?

Yes, she is.

No, she is not.

VIII.   Metode pembelajaran

Direct method

Use estafet writing in teaching learning process.

IX.   Langkah pembelajran

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Awal • Greeting (member salam dan saling tegur sapa) • Ice Breaking (pengkondisian kelas) • Memberi pre test • Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya) • Memberikan motivasi belajar.	25 menit
B. Kegiatan Inti • Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya). • Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari. • Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut. • Siswa diminta untuk membuat descriptive text berdasarkan tema yang akan diberikan. • Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa. • Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama.	45 menit
C. Kegiatan penutup • Siswa diminta untuk mengumpulkan hasil kerjanya • Guru memberikan sedikit catatan • Salam	15 menit

X. Sumber belajar/ alat/ bahan

1. Buku English in Focus.

2. Spidol, Paper, whiteboard

3. Eatafet writing

XI. Rubrik Penilaian

Aspect	Score	Indicator
Content	30-27	Sesuai dengan topik dan mudah dimengerti
	26-22	Cukup sesuai dengan topik dan mudah dimengerti
	21-17	Sesuai dengan topik tetapi tidak mudah dimengerti
	16-13	Cukup sesuai dengan topik tetapi tidak mudah Dimengerti
Organization	20-18	Kebanyakan kalimat berhubungan dengan ide pokok
	17-14	Beberapa kalimat berhubungan dengan ide pokok
	13-10	Sedikit kalimat berhubungan dengan ide pokok
	9-7	Kalimat tidak berhubungan dengan ide pokok
Grammar	25-22	Sedikit kesalahan pada grammar
	21-18	Beberapa kesalahan pada grammar
	17-11	Sering terjadi kesalahan pada grammar
	10-5	Sering sekali terjadi kesalahan pada grammar
Vocabulary	20-18	Sedikit kesalahan pada pilihan kata, spelling dan Punctuation
	17-14	Beberapa kesalahan pada pilihan kata
	13-10	Banyak kesalahan pada pilihan kata
	9-7	Sering sekali terdapat kesalahan pada pilihan kata
Mechanic	5	Sedikit kesalahan pada spelling, punctuation dan capitalization.
	4	Beberapa kesalahan pada spelling, punctuation dan capitaizaton.
	3	Banyak kesalahan pada spelling, punctuation and capitalization.
	2	Sering sekali terdapat kesalahan pada seplling, punctuation dan capitalization.

Jumat,   2019

Peneliti,

Atika

NIM. 15 0202 0099

Rencana Pelaksanaan Pembelajaran

(RPP 5)

Sekolah   : MAN Palopo.

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : X IIK 1

Waktu   : 2 X 45 menit

Skill   : Writing

I.   Standar Kompetensi :

1. Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II.   Kompetensi dasar :

1.1 Mengungkapkan makna dalam teks tulis funsional dan essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III.   Indikator pembelajaran

- Siswa dapat membuat kalimat sederhana.

- Siswa mampu membuat text descriptive sederhana berdasarkan tema.

IV.   Tujuan pembelajaran

- Siswa dapat memahami informasi berdasarkan tema.

- Menulis kalimat menjadi satu paragraph dengan benar.

V.   Materi pembelajaran

1. Ciri kebahasan teks descriptive.

2. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big

Short	Thin Fat Muscular	Old Teenager	Short Bald Straight Curly Wavy Black Blond	Oval Square Wrinkles Pale Bearded Shaved	Brown Round Blue Green Hazel Bright Slanting

VI. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII. Materi pokok

DESCRIPTIVE TEXT

A descriptive text is a text that describes the features of someone, something, or a certain place.

Generic structure:

- Introduction is the part of the paragraph that introduces the character.
  Example: I have a friend named Olive. She is really smart.

- Description is the part of the paragraph that describes the character.

  Example: she always gets good grades. She is also kind and warm.

Language feature:

- Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.

- Use linking verbs appear, am, is, are.

- Use attributes has and have.

- Use question words who, which, how, where, etc.

- Use pronoun I, you, we, they, he, she, it.

- Use possessive pronoun my, your, our, her, his, etc.

- Use simple present tense.

Simple present tense

- Nominal sentence

Formula:

(+) S + To Be (am, is, are) + 3 Complement (ANA).

(-) S + To Be (am, is, are) + not + 3 Complement (ANA).

(?) To Be (am, is, are) + S + Complement (ANA)?

Example:

(+) She is a student.

(-) She is not a student.

(?) Is she a student?

Yes, she is.

No, she is not.

VIII. Metode pembelajaran

Use estafet writing in teaching learning process.

IX.   Langkah pembelajran

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Awal • Greeting (member salam dan saling tegur sapa) • Ice Breaking (pengkondisian kelas) • Memberi pre test • Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya) • Memberikan motivasi belajar.	25 menit
B. Kegiatan Inti • Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya). • Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari. • Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut. • Siswa diminta untuk membuat descriptive text berdasarkan tema yang akan diberikan. • Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa. • Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama. **C. Kegiatan penutup** • Siswa diminta untuk mengumpulkan hasil kerjanya • Guru memberikan sedikit catatan • Salam	45 menit
	15 menit

X.   Sumber belajar/ alat/ bahan

1. Buku English in Focus.

2. Spidol, Paper, whiteboard

3. Estafet Writing

XI. Rubrik Penilaian

Aspect	Score	Indicator
Content	30-27	Sesuai dengan topik dan mudah dimengerti
	26-22	Cukup sesuai dengan topik dan mudah dimengerti
	21-17	Sesuai dengan topik tetapi tidak mudah dimengerti
	16-13	Cukup sesuai dengan topik tetapi tidak mudah Dimengerti
Organization	20-18	Kebanyakan kalimat berhubungan dengan ide pokok
	17-14	Beberapa kalimat berhubungan dengan ide pokok
	13-10	Sedikit kalimat berhubungan dengan ide pokok
	9-7	Kalimat tidak berhubungan dengan ide pokok
Grammar	25-22	Sedikit kesalahan pada grammar
	21-18	Beberapa kesalahan pada grammar
	17-11	Sering terjadi kesalahan pada grammar
	10-5	Sering sekali terjadi kesalahan pada grammar
Vocabulary	20-18	Sedikit kesalahan pada pilihan kata, spelling dan Punctuation
	17-14	Beberapa kesalahan pada pilihan kata
	13-10	Banyak kesalahan pada pilihan kata
	9-7	Sering sekali terdapat kesalahan pada pilihan kata
Mechanic	5	Sedikit kesalahan pada spelling, punctuation dan capitalization.
	4	Beberapa kesalahan pada spelling, punctuation dan capitaizaton.
	3	Banyak kesalahan pada spelling, punctuation and capitalization.
	2	Sering sekali terdapat kesalahan pada seplling, punctuation dan capitalization.

Jumat,   2019
Peneliti,

Atika
NIM. 15 0202 0099

Appendix 2 Students' Score Control Class and Experimental Class in Pretest and Posttest

a. Students' Pretest Score in Control Class

Respondent	Content	Organization	Vocabulary	Language use	Mechanic	Score
R1	13	10	9	10	2	44
R2	15	10	10	9	2	46
R3	15	10	10	10	2	47
R4	13	10	10	10	2	45
R5	15	10	9	7	2	43
R6	13	9	10	9	2	43
R7	13	10	10	10	2	45
R8	13	10	9	9	2	43
R9	13	10	9	10	2	44
R10	15	10	10	11	2	48
R11	13	9	10	10	2	44
R12	13	9	10	11	3	46
R13	13	10	9	11	2	45
R14	13	10	10	11	2	46
R15	15	10	10	12	2	49
R16	17	17	15	15	2	66
R17	15	10	9	10	2	46
R18	21	17	15	15	3	71
R19	17	13	10	10	3	53

R20	17	15	15	13	2	62
Total						977

b. Students' Pretest Score in Experimental Class

Respondent	Content	Organization	Vocabulary	Language use	Mechanic	Score
R1	21	17	14	13	3	68
R2	17	13	9	10	3	52
R3	20	17	15	15	3	70
R4	13	13	10	10	3	49
R5	15	10	14	11	3	53
R6	16	14	10	11	2	53
R7	15	10	10	10	2	47
R8	16	14	14	12	3	59
R9	15	11	12	11	2	51
R10	13	10	9	9	2	43
R11	15	12	10	10	2	49
R12	13	10	9	9	2	43
R13	13	10	9	11	2	46
R14	15	10	10	11	2	48
R15	25	17	15	15	3	75
R16	15	10	10	10	2	47
R17	15	10	9	10	2	46
R18	13	13	10	11	2	49
R19	15	13	10	12	2	52
R20	17	17	15	18	3	70
Total						1070

c. Students' Posttest Score in Control Class

Respondent	Content	Organization	Vocabulary	Language use	Mechanic	Score
R1	14	10	13	13	2	52
R2	15	13	13	12	2	55
R3	15	14	14	14	3	60
R4	13	13	13	13	2	54
R5	14	13	14	12	3	56
R6	15	14	15	15	2	61
R7	16	14	15	15	2	62
R8	17	14	14	15	3	63
R9	14	10	10	10	2	46
R10	13	10	10	12	2	47
R11	13	13	15	14	2	57
R12	15	13	13	15	2	58
R13	13	11	10	10	2	46
R14	15	14	14	14	3	60
R15	16	15	14	14	3	61
R16	21	15	15	16	3	70
R17	15	13	12	13	2	55
R18	13	13	14	13	3	56
R19	14	13	14	12	2	55
R20	21	17	15	14	3	70
Total						1161

d. Students' Posttest Score in Experimental Class

Respondent	Content	Organization	Vocabulary	Language use	Mechanic	Score
R1	22	17	17	18	3	77
R2	25	20	18	17	4	84
R3	17	17	15	15	3	67
R4	21	17	17	18	3	76
R5	20	17	18	18	4	77
R6	20	17	18	15	4	74
R7	27	17	17	15	3	79
R8	22	17	17	15	4	75
R9	17	17	15	15	3	67
R10	20	15	15	15	3	68
R11	17	15	17	17	3	69
R12	20	17	15	17	3	72
R13	27	18	18	20	4	87
R14	17	17	15	15	3	67
R15	24	17	17	17	3	78
R16	24	17	17	17	3	78
R17	27	18	17	17	3	82
R18	25	20	18	17	3	83
R19	20	18	17	15	4	73
R20	24	18	15	15	3	75
Total						1508

Appendix 3 The Mean Score of Students' Pretest in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest experiment class	20	43.00	75.00	53.5000	9.64365
Valid N (listwise)	20				

Appendix 4 The Mean Score of Students' Posttest in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest experiment class	20	67.00	87.00	75.4000	5.93296
Valid N (listwise)	20				

Appendix 5 The Mean Score Students' Pretest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest control class	20	43.00	71.00	48.8000	8.04330
Valid N (listwise)	20				

Appendix 6 The Mean score of Students' Posttest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest control class	20	46.00	70.00	57.2000	6.64593
Valid N (listwise)	20				

Appendix 7 The Mean Score and Standard Deviation of Students' Pretest and Posttest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretest control class	20	43.00	71.00	976.00	48.8000	1.79854	8.04330
posttest control class	20	46.00	70.00	1144.00	57.2000	1.48608	6.64593
Valid N (listwise)	20						

Appendix 8 The mean score and standard deviation of Students' Pretest and Posttest in Experimental class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretest experiment class	20	43.00	75.00	1070.00	53.5000	2.15639	9.64365
posttest experiment class	20	67.00	87.00	1508.00	75.4000	1.32665	5.93296
Valid N (listwise)	20						

Appendix 9 The Students' Result of T-Test from Pre-Test score of Experiment and Control Class

Group Statistics

	pretest control class	N	Mean	Std. Deviation	Std. Error Mean
pretest experiment class	experiment	20	53.5000	9.64365	2.15639
	control	20	48.8000	8.04330	1.79854

Appendix 10 The Students' Result T-Test from Pre-Test Score of Control and Experiment Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest experiment class	Equal variances assumed	.941	.338	1.674	38	.102	4.70000	2.80798	-.98445	10.38445
	Equal variances not assumed			1.674	36.814	.103	4.70000	2.80798	-.99047	10.39047

Appendix 11 The Students' Result of T-Test from Post-Test score of Experiment and Control Class

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
score	1.00	20	75.4000	5.93296	1.32665
	control	20	57.2000	6.64593	1.48608

Appendix 12 The Students' Result T-Test from Post-Test Score of Control and Experiment Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of Difference	
									Lower	Upper
score	Equal variances assumed	.069	.794	9.136	38	.000	18.20000	1.99209	14.16723	22.2
	Equal variances not assumed			9.136	37.521	.000	18.20000	1.99209	14.16553	22.2

Appendix 13 Pretest And Posttest

Pre-Test

Day and Date :

Name :

Class :

Instruction:

1. Tulislah satu paragraf descriptive text dengan judul "My Classmate"

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………………………………………….........................

IAIN PALOPO

Post-Test

Day and Date :

Name   :

Class   :

Instruction:

1. Buatlah satu contoh descriptive text dengan tema "The English Teacher"

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…………………………………………………………………………………...

………………………………………………………………………………………

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IAIN PALOPO

Appendix 14 Documentations

Appendix 13 Pretest And Posttest

<div align="center">

Pre-Test

</div>

Day and Date   : Monday, 26th September 2019

Name   : Aisyah Fitri

Class   : X IIK 2

Instruction:

1. Tulislah satu paragraf descriptive text dengan judul "My Classmate"

<div align="center">

My Classmate

</div>

I have a beach friend named Nur Anisa. She is a veilet sister. In her class she because a my story to everyone. Because her face is always covered by a veil. She loves to read. She likes to eat a lot even though she doesn't gain weight. We both are friends, thoughs not for long. But we are like sisters.

(R 18)

Post-Test

Day and Date : Monday, 19 October 2019.

Name : Aisyah Fitri

Class : X IIk. 2

Instruction:

1. Buatlah satu contoh descriptive text dengan tema "The English Teacher"

<u>The English Teacher</u>

I have an English teacher named Ustadzah Rahmawati.
She is a very good person, she is also patient in teaching,
she is a beautiful teacher. She has high body.
always uses a ~~triang~~ triangular veil, uses tall
shoes.

Appendix 13 Pretest And Posttest

Pre-Test

Day and Date   : Monday, 26 th september 2019

Name   : NUR FADILAH

Class   : X-IIK I

Instruction:

1. Tulislah satu paragraf descriptive text dengan judul "My Classmate"

My Classmate

Her name Erni Erawati Suardi. She is smart. She is a little girl beautiful and cute. She is very good and friendly. Her favorite food is meatball and her favorite drink is tea. Her Hobbies is reading book. She has one brother and one sister. Her favorite color is orange. Her favorite lesson is Aqidah Akhlak.

(R 3)

Post-Test

Day and Date : Monday, 14ᵗʰ october 2019
Name : NUR FADILAH
Class : X. IIK 1

Instruction:

1. Buatlah satu contoh descriptive text dengan tema "The English Teacher"

My English Teacher

Her name is Ustazah Rahmawati ss. She is tall and has body slim. She has two children. Ustazah Rahmawati is patient, mercy and always do the best for her student. ~~Her~~ She is very good. When we need her ~~~~ always there. She is the best teacher who always patiently uses.

IAIN PALOPO

BIOGRAPHY

Atika, was born on March 09, 1997 in Palopo, South Sulawesi. The researcher is the daughter of Parmen and Hapsa. The researcher first entered education at SDN 371 Bora and graduated in 2009. Then continued her education at SMP 6 Palopo and graduated in 2012. After that, the researcher continued her education at SMA Veteran RI Palopo and graduated in 2015. In the same year, the researcher continued herstudy in the English Education Department of Institut Agama Islam Palopo and graduated in 2020.

With perseverance, high motivation to keep learning and trying. The researcher has completed the work of the final project of this thesis. Hopefully, this thesis will be able to make a positive contribution to the world of education.

Finally, the researcher expresses her deepest gratitude for the completion of the thesis entitled "The Use of Estafet Writing to Teach Descriptive Text of the Tenth Grade Students of Madrasah Aliyah Negeri Palopo"