

Improving Students' Writing Skill Through Estafet Writing Method To The Tenth Graders At SMA Sinar Husni Medan

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ABSTRACT

This research aimed to determine students' skills in writing short stories and focused on learning to write using the estafet writing method at SMA Sinar Husni Medan. The design of this research is classroom action research (CAR). There were 30 students of X-1 class participated in this research. This research obtained qualitative data collection techniques and quantitative data, the results of this research showed that there was an increase in students' writing skills through the estafet writing method. This could be seen from the results of cycle I and cycle II, where 90% students were able to carry out writing activities well. In the pre-test there were 7 students who succeeded with a percentage of 23.3% and 23 students who were not succeed with a percentage of 76.6%. and in cycle 1 there were 21 students who were succeeded with a percentage of 70% and 9 students who were not succeed with a percentage of 30%. Then in cycle II there were 28 students who were succeeded with a percentage of 93.3% and 2 students who were not succeed with a percentage of 6.6 %. After the implementing estafet writing method, students' writing skill improved significantly. From these results, it can be said that the estafet writing method is effective in improving students' writing skills.

Keywords: Writing Skill, Estafet Writing Method

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1. INTRODUCTON

Learning is a process that occurs in every person. That is by the interaction of a person in the surrounding environment. Learning can be done anywhere and anytime. One of the learning processes occurs in the school environment, that is the existence of two-way communication between students and teacher. Futher, learning english is crucial for all students because english is used in all over the world, students must be able in some english skills, one of them is writing skill. Dalman (2012) says that writing skill is one aspect of language skills that is needed, especially in expressing ideas, thoughts, and feelings through essays, both fiction and nonfiction. On contrary, there are some factors that made students lazy to write in English they were: (1) Students tend to be passive, easily bored and sleepy, (2) Students have lack of vocabulary mastery, (3) Teachers use in appropriate methods in conveying learning material. one of the writing activities that must be carried out for students is writing literary works, such as short stories. Short stories are works of imagination that are written only a few sheets, as works imagination these short stories are subjective, where the story written depends on the freedom of thought of the writer. Kosasih (2012) says short stories are short essays in the form of prose.

One of the learning methods that can be used in writing skill is the estafet writing learning method. Cahyono (2011) says that estafet writing is a learning by doing or active learning method that involves students actively writing short story essays in groups or together. Then cahyono (2011) adds that the application of the estafet writing method would be more effective for learning

to write literature because students would be more enthusiastic about learning in groups that studying individually. So, estafet writing method made it easier for students to open their minds to express ideas which are then expressed into writing, thus forming a paragraph. Some of writers' skills have to go through a process of learning and practicing. The more often you learn and practice, the faster and more skilled you would be. Moreover, students like one method that is writing together. Next, Writing together is more interesting than writing individual. The benefit is that students can be more creative in developing ideas with classmates. Students were given the freedom to express their imagination through writings produced with their classmates. And after the researchers interviewed an English teacher at SMA Sinar Husni Medan, researchers found out that students at SMA Sinar Husni Medan were difficult in writing. This is due to the weakness of fine motor skills in thinking, weak visual memory abilities, as well as low interest and motivation to learn.

2. LITERATURE REVIEW

A. Writing Skill

Writing skill is the most important thing for someone to master in everyday life because writing can express feelings through written language, writing is basically an activity or recording thoughts into written form using written system and equipment. Understanding the writing is spawned thoughts or feelings (such as composing, making letters) with the inscription. Djuharie (2005) says that writing is a skill that can be developed and trained. Writing is an activity thoughts, ideas and feelings expressed in written language. Rahardi (2013) says that writing is an activity of conveying something using language through written language, with specific intention and considerations to achieve something you want. Meanwhile, Yeti Mulyati (2009) explains writing as a process of thinking and expressing that thought in the form of discourse. Alwasilah (2005:43) explains writing is a person's ability, skill and expertise in writing convey their ideas in a discourse so that it can be accepted by the reader heterogeneous both intellectually and social. Gorys Kerat (2005) explains writing skill is defined as linguistic skill and communicative skills using written media, to acquire writing skills one must do the exercise gradually. Tarigan (2013) explains that writing is deriving or depicting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols, pictures or paintings may be able to convey meaning but do not describe the unity of language. Based on the opinions above, it can be concluded that writing is a person's ability to express ideas, thoughts, knowledge and life experience through clear written language, so that the reader understands what the writer means.

Writing is an indirect communication tool from the writer to the reader. Every writer has a goal to write about that they want to convey to their readers. Basically people who write have a specific purpose or purpose, this is in line with the opinion of Hugo Hartig Tarigan (2013) says that writing has the following objectives. 1) Assignment purpose, 2) Altruistic purpose, 3) Persuasive purpose, 4) Informational purpose, 5) Self expressive purpose, 6) Creative purpose, 7) Problem solving purpose. Based on those objectives above, it can be concluded that the purpose of writing is for the reader to know, understand, and understand the values in a piece of writing so that the reader think, thinks or does something related to the content of the writing. And by writing a person can absorb and process more information so that his insight and knowledge would increase, besides that writing activities can be a productive and evaluable experience. Writing activities also require certain stages in the process. M. Atar Semi (2007) explain of the stage writing is divided into three, that is: 1) Prewriting stage, 2) Writing stage, 3) Editing stage.

B. Estafet Writing Method

Estafet writing is a method of active learning or learning by doing which aims to make students socialize learning as a fun activity (Syatriah, 2011). Students are given the freedom to express their imagination through imaginative writings produced with their classmates. The active method is a method that involves students learning together, writing activities using this learning method made students actively develop their imagination, and immediately produce a product in the form of an

essay. Furthermore, estafet writing method is one of the innovative learning methods. Students express their ideas and creations in the form of an essay. The use of the estafet writing method is intended to train students to get used to develop creative abilities in terms of writing. In this case, the most appropriate essay is a short story because a short story is a work of imagination where the story written depends on the freedom of the writer, the crazier the imagination, the more interesting the short story is to read, so that it is easier to arrange it into an essay or story, students' creativity is expected to be able to stimulated by the estafet writing method. Mardiansyah (2011) says that the strengths and weaknesses of estafet writing method are as follow:

- Strengths of Estafet Writing

1. Made students enthusiastic in learning.
2. Made the learning atmosphere more enjoyable.
3. Students can be more careful in carrying out learning.
4. Learning in groups in the estafet writing method can motivate students who can't be able to, lazy children become diligent, and children who are playful in learning are even more serious.
5. In learning to write essays students can actively express their imagination, continue the sentences that have been written by their friends.
6. Students can learn to appreciate the success of others and accept mistakes gracefully.

- Weaknesses of the Estafet Writing

1. Students seem to be in a hurry in applying the material by using the estafet writing.
2. The learning atmosphere tends to be noisy because of the activeness of students.

C. Short Story

Short story is a literary work in the form of writing which is a story about a short, clear and short fiction story short story is an abbreviation of a short story, when reading short stories it is usually very quickly completed, and the content of a short story itself is very easy to understand because the story is very short, therefore many people like to read short stories because the stories are very short and uncomplicated, usually short stories consist of various stories such as genres, romance, affection, humor and so on. According to Sumardjo (2007:202) short story is story don't really happen in the real world. But the story can happen anywhere and anytime even in the real world and the story is relatively short and short. Burhan (2012) explains a short story ia a story that can be read in one sitting, approximately between half and two hours. Intrinsic Elements of Short Stories:

- Theme

The theme is the main idea or idea that underlies a story

- View point

Point of view relates to the writer's way of telling the story, point of view is divided into three, that is: first person point of view, third person point of view and mixed point of view, and in short stories usually use the first or third person' point of view.

- Characters and Characterizations

The character is the actor in the story, while the characterization is the writer's way of presenting the character is divided into 3, that the antagonist, protagonist and tritagonist.

- Background

Background or setting is the place where the events in the short story occur.

- Plot

Plot is a series of stories.

- Message

The message is the message contained in the story.

3. METHOD

A. Research Design

Research design is a classroom action research (CAR) research design. This research would conduct in a class to find out the result of the action applied to a research object. Kanandar (2016)

explains classroom action research have a very important role to improve the quality of learning if properly implemented. It means that those teachers involved in classroom action research try to consciously develop the ability to detect and solve problems that occur in classroom learning through meaningful action that are calculated to be able to solve problems or improve situations and then by observing the level of success. Further, this research used a design model, implemented with classroom action research which consisted of two cycles. The first cycle had four activities. They were, planning, action, observation and reflection. After being declared successful in the first cycle, the second cycle was still being carried out to strengthen first cycle results. And in this study, classroom action research was conducted to improve writing skill students' through estafet writing method to the tenth graders at SMA Sinar Husn Medan. There were 30 students in the academic year 2022/2023.

B. Data Collection Technique

Data collection techniques used in this research were quantitative and qualitative, in quantitative data used post-test and pre-test, and qualitative data used observation, interview, documentation and field note. Researchers handed students writing assignments. Quantitative data is divided into two cycles: cycle 1 and cycle 2. This research is divided into the following phases: a) planning, b) action, c) observation, and d) reflection. and whether using the estafet writing method has improved students' proficiency in writing in English. One method of gathering data is observation (a). Researchers conducted observations by seeing and documenting how instruction was implemented in the classroom and by having students participate in the process of teaching and learning. b) Test. The researchers in this action research instructed students to use the estafet writing method to compose a short tale with a specified theme. c) Interview. Students' opinions regarding the effectiveness of the Estafet Writing Method in the classroom in terms of enhancing their English writing abilities were gathered through interviews. d) Documentation. During implementation, documentation was gathered via observation logs, interview logs, field notes, student lists, and photos.

C. Data Analysis Technique

Data analysis usually carried out in the field to process data resulting from information. Data analysis techniques in this study used qualitative techniques and quantitative techniques. Qualitative techniques were used to see how the results of improving student learning in writing skills, and all data results would be put together in the form, and then for quantitative is used to determine the results of improving the learning process. As for the formula for determining the presentation level of success, that is the number of students who are able to achieve the success indicator divided by the number of students studied multiplied by one hundred percent, the presentation level of success can be determined using the formula:

By using a formula:

$$P = \frac{F}{N} \times 100 \%$$

P = Presentation number

F = Frequency or score obtained by students

N = Total number of students

4. RESEARCH RESULTS AND DISCUSSION

A. Description of Preliminary Condition

Before conducting Classroom Action Research (CAR) activities or before the learning process begins, while the form of the test given was the researchers giving orders students to make examples of short story texts using English with a theme that has been determined by the researcher.

Table 4.1The Result of Pre Cycle

Respondents	Pre-Test
AV	68
AN	70
AM	69
BUM	40
BA	80
DPA	60
DA	45
GRH	63
HA	70
KD	43
MA	55
MI	64
MP	60
MN	56
MRA	67
PK	72
PRN	45
SMP	56
SZK	40
SRN	59
SK	72
SZ	65
SF	43
SGC	78
VPA	76

ZU	49
ZSD	79
TSN	75
KA	52
NN	80
$\Sigma Total$	1847
Mean Score	61,7

From these activities it was known that students' interested in writing was still lack or very low. to find out the pretest results for class x SMA Sinar Husni Medan we can saw the results in the following table :

Table 4.2 Percentage of Pre-Cycle

N o	Category	Value Range	Frequency	%
1	Very Good	80-100	2	6,6 %
2	Good	75-79	4	13,3 %
3	Sufficient	65-74	8	26,6 %
4	Poor	50-64	9	30 %
5	Very Poor	0-49	7	23,3 %
Total			30	100

Based on table 4.2 above, it could be seen that out of 30 students, 2 students were obtained (6.6%) were in the very good category, 4 students (13.3%) had writing skills short story text was in the good category, 8 students (26.6%) were in the sufficient category, and in the less good category were 9 students (30%). while 7 students (23.3%) in the very poor category.

In the results of the initial tests conducted, only 6.6% of students were completed, so researchers needed to follow up on Cycle I, namely making efforts to improve students' ability to write short story texts by applying or using the estafet writing method to further improve students' writing skills.

B. Description of Cycle I

Researchers must prepare themselves in advance, the researchers compiled a daily lesson plan (RPP) related to the material to be delivered, researchers prepared research instruments in the form of observation sheets to observed student to learn outcomes, researchers prepared documentation, researchers determined student success action. And than the second steps researchers carried out the learning process with the RPP guidelined that have been implemented, the researchers explained or discusses with the students how the learning process is with the estafet writing method in writing short stories, the researcher then carried out group division actions for each student. Next, after researchers prepare lesson plans that would be applied in the learning process. First, the

researchers divided the students into several groups, then The researchers provided an explanation of the short story text and the estafet writing method, the research explained to students how the learning process uses the wiriting estafet method and how to make a theme for the short story title that the student would work on and After giving an explanation, the researchers directed Students to write short stories with a predetermined theme.

Table 4.3. The Result of Cycle I

Respondents	Pos-Test I	Respondents	Post-Test I	Respondents	Post-Test I
AV	75	MA	65	SK	76
AN	74	MI	75	SZ	75
AM	76	MP	69	SF	50
BUM	49	MN	64	SGC	80
BA	84	MRA	75	VPA	79
DPA	69	PK	78	ZU	56
DA	53	PRN	49	ZSD	80
GRH	75	SMP	60	TSN	80
HA	80	SZK	46	KA	65
KD	48	SRN	65	NN	82

ΣTotal : 2.052

Mean Score : 68,4

Table 4.4 Analysis of Students' Skills in Writing short story in Cycle I . Activities

No	Catgory	Value Range	Frequency	%
1	Very Good	80-100	6	20 %
2	Good	75-79	9	30 %
3	Sufficient	65-74	6	20 %
4	Poor	50-64	5	16,6 %
5	Very Poor	0-49	4	13,3 %
Total			30	100

Based on table 4.4 above, it can be seen that of the 30 existing students in the very good category there were 6 students (20%), and 9 students (30%) had the ability to write short stories in the good category. While those in sufficient category amounted to 6 students (20%). While in the

poor category students amounted to 5 people (16.6%), and very less category amounted to 4 students (13.3%). The results showed an increase in students' writing skills short story.

From the test results it can be concluded that the ability of students in writing short stories was still not good in text structure. Students still had difficulty in expressing ideas with theme that has been determined, there were still quite a lot of students who were lazy to write and choose play while the lesson were in progress.

Seeing the results of these observations where there were only 6 students (20%). Students complete, the researcher decided to follow up on Cycle II, an effort to improve students' ability to write short stories by using the estafet writing method as a learning method.

C. Description of Cycle II

At the stage in this second cycle, the researchers took the learning in the first cycle completed cycle. Researchers performed actions that were almost the same as the first cycle and only give a little change. The step takenn by the researchers was to prepare to continue the research cycle II, then prepared a strategy to overcome this problems identified in the first cycle. Researchers also prepared lesson plans and preparing learning materials, as well as designing learning implementation scenarios and determine indicators of success action. And researchers prepared a lesson plan that would be implemented in the learning process at the stage second cycle. The researchers again divided the students into several groups and sat together their respective groups, then the researchers directed students to write short story with the theme of 'a good friend' by using the estafet writing method for each group.

Table 4.5. The Result of Cycle II

Respondents	Post-Test II	Respondents	Post-Test II	Respondents	Post-Test II
AV	82	MA	75	SK	82
AN	80	MI	79	SZ	80
AM	83	MP	75	SF	69
BUM	65	MN	75	SGC	86
BA	87	MRA	81	PVA	85
DPA	76	PK	84	ZU	70
DA	69	PRN	55	ZSD	85
GRH	79	SMP	75	TSN	84
HA	85	SZK	60	KA	75
KD	65	SRN	78	KN	90

ΣTotal : 2.314

Mean Score : 77

Table 4.6 Analysis of Students' Skills in Writing Short Story in Cycle II

No	Category	Value Range	Frequency	%
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1	Very Good	80-100	14	46,6 %
2	Good	75-79	9	30 %
3	Sufficient	65-74	5	16,6 %
4	Poor	50-64	2	6,6 %
5	Very Poor	0-49	0	0
Total			30	100

And the results obtained based on cycle II, namely the ability of students to write short stories began to increase, and this can be proven from the results of the scores they got in cycle 2. The students started to get excited because they could more easily share ideas in making short stories together. Comparison short story writing skills in pre-cycle activities, cycle I and cycle II as following:

Table 4.7 Comparison of Students' Skills in Writing Short Story in Pre Cycle, Cycle I, and Cycle II

No	Research	Category	Frequency	%
1	Pretest	Complete	7	23,3 %
		Incomplete	23	76,6 %
2	Cycle I	Complete	21	70 %
		Incomplete	9	30 %
3	Cycle II	Complete	28	93,3 %
		Incomplete	2	6,6 %

5. CONCLUSION

This study used estafet writing method to improve students' abilities in writing short stories. Based on research that had been done by researchers before, it could be concluded that researcher obtained qualitative data and quantitative data, the results showed improving students' skills in writing short stories by using the Estafet writing method there were 93.3% who met the minimum completeness criteria. These results can be seen from the data in cycle I and cycle II. In the pre-test there were 2 students who succeeded with a percentage of 6.6% and 7 students who did not succeed with a percentage of 23.3%, and in cycle I there were 6 students who succeed. with a percentage of 20% and 4 students did not succes with percentage of 13.3% then in cycle II there were 14 students who were successful with a percentage of 46.6% and 0 students did not succeed with a percentage of % on post-test II. Qualitative data was also obtained by conducting, observing, interviews and taken field notes. Classes had become more interesting and students very active in learning English, especially writing short stories using the estafet writing method.

It can be concluded that the Estafet writing method was effective for improving students' skills in writing short stories in class x SMA Sinar Husni Medan. This showed a very significant

increase. and can be proven by the difference between the students' average scores in the pre-test and post-test activities of Cycle I and Cycle II.

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